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BABYHOOD,

The Mother's Nursery Guide,

DEVOTED TO THE CARE OF CHILDREN.

LEROY M. YALE, M.D.,

MEDICAL EDITOR.

VOLUME XI.

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Babyhood.

Devoted exclusively to the care of infants and young children, and the general interests of the nursery.

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THE NEW CURE FOR DIPHTHERIA.

BY LEROY M. YALE, M. D., NEW YORK.



OUR readers are quite familiar with the fact that many diseases of the gravest nature are due to the action of a special poison, and that the organism (bacillus, coccus or whatever it may be) for a number of these diseases has been recognized. It is less generally known that these organisms, in many instances at least, do their morbid work not simply by their presence, but through the agency of certain poisons which they produce. Many of these poisons have been isolated, chemically determined and experimented with. But beyond these facts already a great amount of knowledge has been accumulated regarding such poisons, their actions and—what is more directly of universal interest—what counteracts their destructive effects.

The most striking of these recent discoveries is the curative value of the serotherapy or antitoxine treatment of diphtheria. A brief, untechnical account of this method and of its results, so far as they are yet known, cannot fail to interest our readers. The chief credit of the working out of the

antitoxine of diphtheria belongs to Prof. Behring, of Halle, who with his associates and followers has brought it to the point where it is now practically and successfully in use as a curative agent.

And, first of all, it may be well to briefly mention the method now in use for definitely determining whether any throat inflammation really is or is not diphtheritic in its nature. In the past much confusion has existed, and as a result much unnecessary alarm has been excited and much undeserved credit been claimed and accorded for plans of treatment. To-day, by the making of cultures from the membrane or secretions on the affected parts, it can be definitely said, from the existence or non-existence of the now well-known Klebs-Loeffler bacillus, whether a given case is or is not true diphtheria. In New York, as well as some other cities in the Union, the examinations are made gratuitously by the Board of Health. The Board places at drug shops, at convenient places all over the city, a supply of the necessary tubes. Each test requires two tubes; one of these contains sterile serum bouillon with a sterile cotton stopper,

the other contains a metal rod around the end of which is wound a swab of cotton, and is stopped with cotton which holds the rod in place, all being perfectly sterile, of course. The physician desiring to make a culture gets one of these pairs of tubes and at the bedside rubs the swab upon the seat of the suspected diphtheritic disease, then rubs the swab upon the surface of the serum bouillon and carefully stops the tubes as before, and returns them to the station from which they were obtained. On the following morning he receives by note or telephone the result of the bacteriological examination. In this way the troublesome questions of isolation, disinfection, and to some extent of treatment, are settled at once.

It must be admitted that the want of harmony between the clinical appearances of cases of sore throat and the results of the cultures is sometimes surprising, innocent-looking throats sometimes proving to be diphtheria and bad looking ones innocent. All the same, this discrepancy explains how the dreaded disease may be disseminated by persons who have not thought themselves sufficiently ill to be under medical care.

Quite as important is it to know that the bacillus is sometimes found in the secretions of the throat and mouth of persons who have to all appearances entirely recovered for weeks from diphtheria. Instances can be cited where destructive outbreaks have followed the movements of such persons. It is, therefore, the rule of the Board of Health in New York that all patients shall be kept isolated until the bacillus disappears from

the cultures made from the throat.

One other point is worth mentioning, namely, that there is sometimes found a kind of bacillus which appears to be absolutely the same as the diphtheria bacillus, and which, nevertheless, does not excite the disease in inoculated animals. In contra-distinction from the virulent organism it is called the non-virulent diphtheria bacillus. If it be the same it has lost its poison. But in practice these non-virulent bacilli are relatively so rare that they may be disregarded.

Now, to prepare the curative serum, one must begin with the true virulent diphtheria bacillus. This is cultivated in bouillon in contact with air. The details of the culture are technical and need not be recited here. But when the desired concentration or accumulation of the poison has been gained, the cultures are filtered and the clear liquid is kept for use. It is at first used in some sort of dilution or mitigation, the methods seeming to be different with different experimenters. The animals whose blood serum is to be used for curative injections are accustomed to the poison by beginning with weak doses, which are gradually increased until it is found that the creature has acquired an immunity from the diphtheritic poison. Various animals have been used for the purpose, the German experimenters having lately preferred she-goats, while Roux in France seems to have used horses chiefly.

The curative doses required vary in quantity with the preparations made use of, but the results seem to be practically equally successful. The hypodermatic method is employed

and so far no untoward results have been observed. But the effects upon cases of diphtheria treated by it have been truly encouraging. A series of 220 cases treated in a number of German hospitals gives a death rate of less than one-fourth, and it is to be remembered that these are not mild nor doubtful cases, but genuine and serious ones which have been taken to hospitals. Among those were 67 children whose throats had to be opened by tracheotomy, and 55 per cent. recovered—a remarkable success. Further, it is to be noted that the success is proportional to the promptness of treatment. Those who received the serum treatment on the first day all recovered, of those first treated on the second day 99 per cent., and so less and less, until of those who came under treatment only on the fifth day, 56.5 per cent. recovered.

In France the chief worker has been M. Roux, who has done his experimentation at the Pasteur Institute, and applied the serum to the treatment of cases at the *Hôpital des Enfants Malades*. Of two hundred children treated only 26 per cent. died (remarkably near the German figures) against fifty per cent. which had been formerly the rate in the same hospital. And a similar advantage was shown when comparison was made with the results in other hospitals of the same city at the same time and doubtless receiving cases of the same average severity. If the future con-

firms these favorable results, the benefit accruing will be immense. The death rate would be diminished a full half, and greater experience and further experimentation may give even better results.

It is not to be expected that the danger of diphtheria—even if the most sanguine hopes regarding serotherapy be realized—will be entirely removed. The great variety of complications in diphtheria and many ways in which death is brought about are due at least in part, and especially those producing blood-poisoning, to other micro-organisms associated with the diphtheria bacillus in the membrane. Against the infection arising from these organisms the serum offers no protection. They must be fought as they have been hitherto until some better way is found.

The antitoxine serum promises to be still further useful as a preventive. Its hypodermatic use is said to give immunity, lasting over some weeks at least, to those who are exposed to the diphtheria contagion. Experimentally, on animals this immunity can be demonstrated. On human beings this is more difficult to be absolutely sure of, since different persons evince very different susceptibility under apparently identical circumstances, as, for instance, where in attendance upon the same case and exposed to the same poison in the same place and at the same time.



HOW TO EXAMINE THE TONGUE.

BY J. WELLINGTON BYERS, M. D., CHARLOTTE, N. C.



It is customary in every routine medical examination for the physician to make an inspection of the patient's tongue. This is done for the purpose of ascertaining from its coating, color, moisture and general appearance the condition of certain organs and parts which experience go to show to be allied to it through what is termed in medical parlance : sympathy.

The belief that the tongue is in this way influenced and modified by remote organs and parts, such as the stomach, intestines, liver and nervous system, is a very old one in medicine and appears to be supported by trustworthy experience. As a rule, no very great skill or preparation is necessary to a proper understanding of the evidences and meanings furnished by the tongue, and the average mother, by the exercise of ordinary faculties and attention to a few details, may acquaint herself with them and put them into practical application. In young children the tongue is known to be an especially invaluable guide in those disorders to which by virtue of age they are peculiarly liable, and its aid should never be overlooked when they are the suspected subjects of disease.

In health the tongue presents a delicate whitish pink color and is smooth, clean and moist. These features may be taken as standards of comparison, and any variation from them points to disease. In a majority of instances

the tongue is examined to ascertain its color, whether it be clean or foul, moist or dry, and also whether it be tremulous or swollen. Each of these factors possesses distinct meanings, and a proper understanding of them will usually lead to a correct interpretation of the conditions present.

Coatings.

These originate from various causes; they are usually composed of mucus, particles of food, dead skin and various forms of micro-organisms which commonly inhabit the mouth, even of the most cleanly and healthy. In a number of individuals, particularly after partaking of food, a white thin fur makes its appearance upon the tongue. This is a perfectly natural condition and follows upon healthy digestion. If the fur, however, is seen to appear not in an hour subsequent to eating, but in several hours thereafter, its significance is altogether altered and now, instead of being a sign of health, indicates tardy and imperfect digestion. Among the most frequent causes of a coated tongue are the various forms of dyspepsia, constipation, diarrhoea and liver disorder. Generally speaking, a coated tongue points to disorder somewhere present in the organism and proper examination will usually reveal it.

The tongue becomes coated from two sources, the local and the systemic or remote causes. Among local conditions which coat the tongue may be mentioned decayed teeth, sore throat and nasal catarrh, while mental worry, loss

of sleep and fatigue will coat the tongue by acting through the nervous system. A coating limited to the back part of the tongue does not usually signify much, as it is frequently due to local causes such as have been mentioned. A coating at the front and tip means much more and is usually traceable to conditions in the stomach, liver and bowels. By closely examining the exact cast or complexion of the fur we may often be led to infer its origin. Thus, if the fur is thin and white and appears some time after meals, it is doubtless attributable to acidity of the stomach. On the other hand, if the fur be thick, brown and pasty-looking we turn to the liver as the cause—biliousness. A yellowish green hue, whenever fever is absent, almost invariably points to the liver as wrong, rarely to constipation. In many cases of the latter, particularly when associated with chronic indigestion, a foul dirty streak is seen lying along the middle line of the tongue, the edges and tip being comparatively clean and red. At other times the order is reversed, the edges and tip being coated and the center clean. It has been held by some that a coating limited to one side indicated one-sided disease of the lungs, kidneys, brain or liver, though this is not accepted as an infallible guide.

Color.

With reference to the evidence furnished by changes in the color of the tongue, this is doubtless too intricate and technical to be of much service to the average mother. Simple redness generally denotes fever disturbances, and in most instances the redness is directly proportional to

the amount of fever present. In all irritable conditions of the stomach the tongue is red, as it is also in dyspepsia.

Moisture.

This is supplied by secretions from the salivary, buccal and sublingual glands. The saliva is alkaline, and two or three pints are poured out during the twenty-four hours. Up to the third month the mouth of infants contains little or no saliva, then comes the first marked outpouring, the secretion is regularly established and the functions of digestion for starch are increased. This absence of saliva in very young infants causes dryness, and as a consequence a coating is frequently seen composed of mucus and the remains of food. Eating always cleans the tongue, though those who live upon an exclusive fluid or milk diet have nearly always a coated tongue. In quite a number of diseases the tongue loses its moisture by a regular process, beginning first at the tip and extending along and up the center, spreading laterally until the whole tongue is quite dry. It usually regains its moisture by the reverse of this process, beginning at the tips and sides and extending to the center. The return of moisture is usually regarded as a favorable omen in sickness. It shows that the fluids are being increased and that the organism is regaining control.

The tongue of young children frequently presents a mottled or dotted appearance. This comes from general debility or is the result of the skin of the tongue shedding off too rapidly from impaired nutrition. A dry tongue usually points to one of three condi-

tions, namely: nervous depression, fever or the absence of fluids from the body. The tongue of mouth breathers and such as suffer from nasal obstruction is always dry. Children afflicted in this way snore during sleep and complain of stuffy feelings in the nose.

Dryness of the tongue is one of the most certain forerunners of thrush in infants, as it is also of inflammation of the bowels. In thrush the saliva is changed to acid, and after the disease is fully established the secretions are increased in amount. Thrush is to be distinguished from milk curds. In

the former the patches, after a few days, coalesce and form a mass which may cover the entire tongue. They adhere closely and cannot be wiped off with a napkin or removed with a brush, as is the case with milk curds.

Ring-worm or wandering rash is a common affection of the tongue in children and may exist for months, unless discovered and treated. It appears as one or more patches. They are red and smooth, but not depressed nor elevated above the surface. The patches spread gradually and form a ring, just as that seen in ring-worm of the external skin.

NURSERY PROBLEMS.

Comprehensive Questions Concerning Coughs and Colds.

To the Editor of BABYHOOD:

Will you kindly give me some simple home remedies for tight cough, loose cough, head cold, with running at nose, cold on the lungs, hoarse cold—always understanding that if sufficient relief is not obtained, a physician will be consulted.

M. A. T.

Philadelphia.

The various ailments you ask remedies for are usually simply different stages or manifestations of the same thing, namely, a catarrhal inflammation of the mucous membrane of the air passages. "A cold" may go through the whole range or it may be confined to or chiefly manifested in some particular parts of the passages. A typical bronchitis, for instance, begins with a "nose cold," or coryza. The irritation quickly attacks the larynx, causing a "hoarse cold," laryngitis, which may be attended in some children with the symptoms of false croup. It then passes into the wind-pipe (trachea) and the larger bronchi,

making a bronchitis. In the first congestion, the cough is "tight," and there is a sense of constriction; later, as the mucous membrane begins to secrete freely, and the discharge increases, it is said to be "loose." To the physician, the whole procession of events is one malady, and he would probably attack it as such, if he had opportunity, in the beginning. Usually, however, the catarrh is well established before he is called, if at all, and he must then simply give remedies to ease this or that symptom and to try to abbreviate the course of the "cold," which, let alone, would usually, from beginning to end, cover about a fortnight. It should be noted (although we cannot here discuss it) that "colds" are not, by any means, the same thing in all cases. The "prevailing colds" are probably due to some special poison, affecting many people at once in a way similar to that in which the now very familiar

disease "influenza" or "la grippe" attacks a community. There are, however, some real "colds" due to effects of change of temperature. Thus, some persons cannot sit in a draught without experiencing subsequent pain and stiffness in the exposed parts. Persons whose naso-pharyngeal mucous membrane is not in sound condition are always "catching cold," i. e., having slight exacerbations of their ordinary catarrhal condition which they may be so accustomed to as not to recognize it in its true light.

For the relief of symptoms, then, changing the order of your questions, the head cold may be treated with local applications, such as steam of hot water, when the sneezing and other signs of irritation first appear, and sprays of some safe antiseptic, such as "listerine" diluted with five to ten times its bulk of water, after the discharge is established. Internally, a great many remedies have had repute. One much used in this city and vicinity is the so-called "rhinitis pill" (rhinitis meaning inflammation of the nose) which contains quinine, camphor and belladonna in small amounts.

The hoarse cold is chiefly important from the possibility of an attack of croup. So far as domestic treatment is concerned, the remedies before mentioned are about as good as any, noting that steam is especially useful, as being more easily applicable. Sometimes comfort is obtained by the use of soothing mixtures, known to physicians as "demulcents," such as flaxseed tea, or elm bark tea, and the like, and what is particularly acceptable to the childish palate, the mixture

of butter and molasses cooked into a viscid mass, popularly called "stewed Quaker."

The "cold on the lungs" probably is intended to mean bronchitis, as described above. The fault of domestic diagnosis is that it has no means of distinguishing from ordinary bronchitis pneumonia or pleurisy, which have cough, and the latter often a peculiarly "tight" and painful one. Leaving this aside, we may say that the domestic remedies suitable to the "tight" stage are simply those which allay irritation and favor the flow of the bronchial secretion. For the former, opium in small doses is very useful, hence the repute of paregoric and Dover's powder. In the former the opium is combined with camphor, in the latter with ipecac. Of medicines promoting bronchial secretions, or expectorants, ipecac and squills are familiar examples, the former being preferable for nursery use. When a cough is loose, i. e., the secretion is already sufficiently free, it is doubtful if then any drugs proper for domestic administration are desirable beyond the simplest soothing mixtures, the "demulcents" spoken of before. Tonics and remedies conducive to hastening convalescence are useful, but not within the proper range of household medicine.

Enlargement of Glands.

To the Editor of BABYHOOD :

My baby has a kernel about the size of a small bird egg on left side of neck, also two behind each ear the size of peas. The kernels have been there two months. Can you tell me if that is anything serious? She is 13 months, has six teeth, and is a healthy baby; although she looks delicate, she is very bright, walks and talks.

Shelby, Co. Tenn.

L.

The kernels are enlarged lymphatic glands. Their enlargement has come from an irritation elsewhere, such as enlarged or inflamed tonsils, some eruptions, scratches or what not. The glandular enlargements often persist long after the trouble which gave rise to them has been forgotten. They are probably not serious. Sometimes they gather or have to be removed, but in the great majority of cases the glands return to their natural size with the disappearance of the exciting cause.

Sewerage for Country Houses.

To the *Editor of BABYHOOD* :

(1.) Can you tell me where to find a practical article on the question of sewerage for country houses? I should like to have a good book on the subject if possible.

Our house is located in a beautiful suburb about twenty miles from Chicago, where the soil is a very heavy clay, no sand anywhere. At present every house has a well between twenty and sixty feet deep. Just one block from our home is a bluff eighty feet high, and below that lies Lake Michigan. At present the town is preparing to pipe water from a neighboring waterworks, but will not go to the extra expense of putting in proper sewerage at the same time.

How we are to provide for all the waste water is the question. At present water from the sinks and wash-basins runs into a hole in the ground at some distance from the house and well, and the soil is supposed to care for it in some way. As the homes are very scattered, and water has been scarce up to the present time, the town has escaped an epidemic of any kind, but as every one I speak with is preparing to put in water closets with the running water, I fear the question is a very serious one, and I should like to study up on the subject.

The greater number of the inhabitants are city people who have gone to the suburb for fresh air and sunshine for their children.

(2.) Are they not by this so-called improve-

ments simply inviting diphtheria and typhoid fever?

A. R. G.

Chicago.

(1.) Almost any encyclopædia will have a good article on the subject presenting the state of knowledge at the time of writing. Vol. XVIII (a supplementary volume) of Ziemssen's "Practice of Medicine" has an article covering 200 pages on "Soil and Water." Smaller works have necessarily more scanty articles. Of detached pamphlets we may mention the "Lamb Prize Essays No 1, Healthy Homes and Food for the Working Classes," 1886. This could be and probably still can be had by addressing the secretary of the American Public Health Association, V. Irving A. Watson, Concord, N. H. Price, 10 cents.

A more recent pamphlet called "Health in Country Homes—the Disposal of Sewage," consists of articles reprinted from the New York *Evening Post*. This pamphlet was published by the Evening Post Publishing Company, New York, and may probably be still had from them.

(2.) In the present state of our knowledge it is held that contamination of drinking water may become the great cause of typhoid fever, provided always that the water be contaminated with special poison of that disease.

The evidence of the dependence of diphtheria upon sewage or sewer gas is far more slender.

Solid Food for a Child of Eighteen Months.

To the *Editor of BABYHOOD* :

As soon as we have settled cold weather I want to give my baby solid food of some kind, and would like your advice in regard to the kind of food to give.

He is nearly eighteen months old, and has

been thriving all summer on milk from the Walker-Gordon Laboratory, into each feeding of which I put fifteen drops of Bovinine. I have thought of making the meal that he takes in the middle of the day more substantial than milk.

Auburndale, Mass.

F. D. T.

You say nothing of the number of teeth he has, which is very important in determining what he shall have. Assuming the presence of the first molars and probably of the canine teeth, we would suggest that the articles of diet at the noon meal be selected from the following: Stale bread cut thin, with sweet butter, broth of mutton, chicken or beef with rice or barley; mutton or beef roasted or broiled, and scraped or cut exceedingly fine, about a heaping teaspoonful to begin with. (This may be placed upon the bread and cut into small squares and so fed, or it may be fed with a spoon and the bread bitten off in the usual manner). The soup is not to be given at the same meal as the meat. Once or twice a week try a boiled or dropped egg moderately done. Meat and bread one day, soup and bread next day, and egg and bread a third. If these are well borne, after a while give in addition a light custard or rennet custard as a dessert.

Questions Concerning Sterilization.

To the Editor of BABYHOOD:

Will you please answer the following questions in regard to sterilizing milk in a double boiler:

- (1.) How can I tell when it is done.
- (2.) Is there any skim which rises to the top and needs to be taken off?

My baby is seventeen and one-half months old; she is well and strong, and has sixteen teeth. I have always used sterilized milk which I prepared in a regular sterilizer. I would like to do away with washing so many bottles, as I think Baby is old enough to drink

from a cup. If I can sterilize the milk and have it all right in a double boiler it will save much work.

- (3.) How soon will it be safe to give plain milk without sterilizing?

A GRATEFUL READER.

Nashua, N. H.

(1.) By the use of a thermometer. If it has reached 167° F. (say 170° for round numbers) it is hot enough. Take it off and let it stand in the hot water a short time.

(2.) At this temperature generally little if any. If sterilized at boiling heat a skim sometimes forms.

(3.) The child is old enough to drink from a cup. Whether you can safely give her unsterilized milk or not depends upon the quality of the milk, and the details of cleanliness in serving it, of which we have no knowledge (and generally no one but the milk man has).

Condensed Replies.

Mrs. J. G. H., St. Catharines, Ont.—

We think that when the digestive power is impaired by illness, the food in question is likely to cause flatulence. We think you would better have the little fellow looked after for a time until a food is found which will suit him. When a child is "taken ill with vomiting," there is no "best thing" to give, because the vomiting may arise from so many causes. The lime water may be safely given to such a child at any time, but its success will be chiefly when the stomach secretion or the food is unduly acid.

*Mrs. J. M. C., Chicago, Ill.—*It is probable that your breast milk is better than any made food, but it may be insufficient in amount or deficient in quality. Your physician might deter-

mine this by examining the milk. The white patches on the child's tongue

and in his mouth are probably what is popularly called "sprue."

NURSERY PASTIMES.

A Novel Christmas Celebration for Children.

Now that Christmas time is approaching, the little ones are expecting all the wonders of fairy-land itself, while mothers are racking their brains to meet the children's demands, and invent some way in which, with the time and money at their command, they can accomplish wonders. Last year a plan came into my head for a children's Christmas, and the ninety children who witnessed its celebration I am sure would echo my statement that it was a great success. Because of this success and also because of the ease in its preparation, I have thought that some tired mothers, with more work for brains and hands than they can well carry out, and yet with an eager desire for a joyous Christmas for their children, might find my plan helpful for the coming Christmas time. I will give it in detail as I used it, and as it may be used for a large collection of children. It, of course, could be modified, if thought best, for a smaller number. I send it out to my friends among the readers of *BABYHOOD* with my best Christmas wishes for their success.

In the first place, buy a number of those cloth tabby cats that were for sale in such numbers last Christmas, and are so easily put together and stuffed. There are also shapes of kittens for sale, which of course, would be pleasing to have, but if

the cats only can be procured they will do very well. They were all I had, and the effect was good. Next, procure three or four small trees not more than three feet high, and place them so as to form a grove, putting your cats in effective positions among them, then place on your tree such candles and ornaments as you wish.

Now comes the special feature of the entertainment. When the tree is lighted and the expectant children assembled, some young woman should come forward dressed in cap and apron, and directing attention to the cats, announce herself as their maid, whom they had asked to speak for them, since so many children in the audience were ignorant of cat talk. Then she goes on to say that for many years children have had Christmas trees and have never invited the cats, and their feelings have often been hurt by this omission. They have talked it over among themselves and now have decided to return good for evil, and have a tree themselves and invite the children and show them what a good time cats can give them. Perhaps the next Christmas tree that the children have themselves they will remember to invite the cats. In fact, some old ladies once did have a Christmas tree for cats, and Helen Hunt has written the story of it. This account has given the cats much pleasure, and as they have

enjoyed it so much, they feel sure the children would be glad to hear it. The maid will now read as much as she thinks best of "A Christmas Tree for Cats" in Helen Hunt's "Talks for Young Folks." I took only the liveliest part directly connected with the Christmas tree.

Next, the cat's maid will tell the children that it also has given the cats great pleasure when songs have been written about them, and one of their friends will now sing some of these songs for the children. Then some young lady will sing "Ding-dong Bell—Pussy's in the Well," "Pussy, Where Have You Been To-day?" "Two Little Mice Came Out to See, What They Could Find to Have For Tea;" "I Love Little Pussy," and any other songs about cats that may occur to them. The last song should be "Old Mother Tabby Skins," which can be acted in pantomime while the song goes on. The last part of this song, when the tragedy with the dog occurs, should be omitted. For the pantomime an arm chair should be brought in containing a cat supported by pillows and wrapped up as a sick person. As the song progresses and "Der dog comes running, just to see her begs, Round his neck a comforter, trowsers on his legs,"

a small boy in a dog mask, and dressed as described, should hurry up to the cat's chair, and offer her a big labelled bottle and a box of pills repeatedly, as the song progresses. When this is all over, the cat's maid again comes forward and tells the children that, though the cats have a most friendly feeling for the children and are always glad to give them

pleasure, cats have very little money. They wish to give each child a present, but their presents have had to be very small ones. The maid now will select several children from the audience, to distribute the presents which she takes one by one from the tree, calling the children's names. The cats themselves may wish to go home with the children, and can be distributed according to any plan. I gave them to the youngest children.

The songs I have given, can all be found in "Mother Goose or National Nursery Rhymes Set to Music." There may be other cat songs equally good that could be used if this is not accessible. I think the volume cost \$1.50. Helen Hunt's "Talks for Young Folks" I believe is \$1.00.

MARGARET ANDREWS ALLEN.

Madison, Wis.

Quenching the "Knowledge Thirst."

When we have pleased the palates of our little ones and "given them to drink," our duty is by no means done. Inborn in the fibre of every growing intellect is a thirst of another kind which must be satisfied, and wise is the parent who will set herself the task of quenching it. The thirst for knowledge is what I refer to, and it includes as subjects—well, everything known and unknown. Many a deep little mind will put queries that you and I may not be able to answer at all.

Of course, this longing to "know about things," varies in strength in different children, and is suppressed or developed according as we treat the matter. As for myself, I never allow my own little ones to go "thirsty"

in mind, any more than in body, and patiently try to answer all questions put. I say "try," for the replies are often far from satisfactory to myself. However, if we wish to turn the attention of the young from the consideration of the deeper problems of human existence, such as "Where did I come from?" and "Where do we go to?" and "What makes the sun stay overhead and walk as fast as we do?" and "How do the flowers know when it is time to come up?" etc., etc., a good way is to produce some pictures which shall be interesting and about which we may talk.

In the absence of other books, the "big dictionary" is, I find, an infinite source of inspiration and suggestiveness. The pages of small cuts in the back of this book provide material for morning or evening talks, and the amount of information of a general or special kind it is thus possible to store in the child's mind is boundless. A visit to these regions of pleasure to childhood, in advance of the one which brings our tiny company, may fortify us against the ingenious tests which our knowledge is sure to experience. One comes to look forward to such hours with a good deal of pleasure, too; and the habit is doubly beneficial, for a grown person is as certain to imbibe fresh knowledge in the pursuance of such a plan as is the child. This system does not look to a "cut and dried" lesson at all. There must be no hint of such a thing. The information passed along during these "talks" is to be simply absorbed, not poured into the mental dish and learned as ordinarily understood in schools. It is a simple feature in line

with kindergarten principles, in a way.

Good pictures make their subjects very plain to the bright little brains before us, and when we call attention to the camel, and proceed to talk about its usefulness and its habits, the little eyes remain fixed on the cut, and there is photographed a mental image of the camel which stays, probably forever, in connection with the "story about it." In the case of the camel, the child may learn at one sitting what many thousands of supposed-to-be intelligent men and women are ignorant of, that it differs from the dromedary in having two "humps." The dromedary is more often met with and described as a camel than as a dromedary. I seek to avoid all suspicion of "preaching" in these talks, and aim to individualize as much as possible, and to localize, too. For instance, if it is the camel, and I have told of the long hair obtainable from this animal, I will get a camel-hair shawl if possible, and show some of the goods made from it, explaining that here is hair which actually grew on one of the clumsy, patient, wonderful creatures of the desert.

A little "story" about a butterfly, with explanation in very simple language, of the strange phases through which it passes from worm to field-fairy of rainbow tints, may be illustrated, not only by the series of cuts to be found in the dictionary pages, but also by examination of some of the tiny little creatures in one or another of the states which the season may find it in. Summer offers a thousand other possibilities of like nature, and

the "living pictures" thus imaged on the impressionable mind of childhood will form a mental store from which may be drawn valuable material throughout life.

"Go to the ant," and, watching these tiny insects, talk entertainingly of them. You may inculcate the lesson of industry written, often in vain, for those of older growth; and also inspire feelings of thoughtfulness and kindness toward the myriad small life which God has put all about us, under our very feet, and overhead in the bushes and the trees, and in the dove-haunted eaves.

CLIFTON S. WADY

Somerville, Mass.

Doll's Stockings and Christmas Tree.

Remembering the delight that my own child took in two succeeding years in a Doll's Christmas Tree and a Doll's Christmas Stocking, may I suggest that BABYHOOD's children should have one or the other this Christmas? They are both such fun, and cost so little.

C.

A Flower Festival for Children.

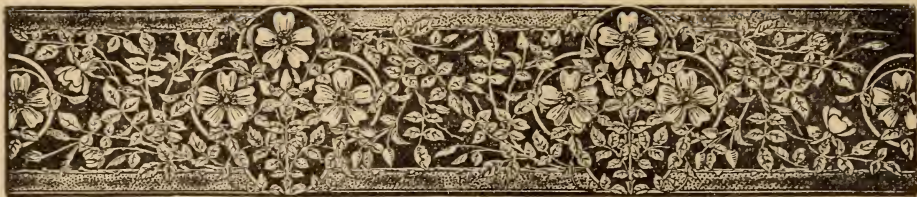
It was, perhaps, an idea of doubtful utility to the children themselves to arrange a flower festival for their benefit in that loveliest of German watering places, Baden-Baden. However, there can be no doubt of the success of the affair, which took place on the 12th of September last, and of the enjoyment which the picturesque spectacle afforded to young and old. Only thirty-five baby carriages had been announced to take part in the sport, but the beautiful weather tempted dozens of mothers to allow their pets to enter the lists at the last moment.

The vehicles, which comprised every possible variety of conveyances known to children, were very tastefully decorated, and an American buck-board floating the Stars and Stripes was an object of particular curiosity. I regret to say, however, that its inmates were not babies of our own or even of any land, but full-blown



young ladies, who appeared in the guise and with the appurtenances of American babies. I send you a picture of one of the wagons containing a legitimate participant in the festival. You may find a number of other illustrations of the affair in the *Leipzig Illustrirte Zeitung*.

A. R.



NURSERY DESSERTS.



R. Julius Uffelmann says in his "Manual of the Domestic Hygiene of the Child" that, in constructing the diet of the child, it is important to remember at the outset that it requires much less variety of food than do grown persons. No sweets or other delicacies are required to gratify the palate. The child at the breast receives the same food day after day, and only one sweet, sugar. Children of two or three years old thrive on a uniform fare of milk, bread and meal, and the pleasures of the table do not agree with them. Dr. Mary Putnam Jacobi says they are unappreciated until much later in life.

Be this as it may, mothers are, for varying causes, frequently met with the difficulty of catering to a capricious appetite, the desire for change of food, etc., and if a simple dessert will tempt a child to eat a sufficient meal it should undoubtedly be given, as it may, with care, be made to contain a great proportion of the nutriment required for each meal, and prove a valuable supplement to a child's menu. (Illustrations of the application of this theory will be given in another paper on menus.)

Dr. Yale says, in "Nursery Problems," in reply to a query concerning

ice cream for children that a great distinction is to be made between those who can and those who cannot eat sweets. He says:

"There is a very large class of people who cannot safely eat much of certain things (sweets, starchy food, including bread, potatoes and many others seemingly harmless), without sooner or later suffering for it in some way. This group of persons are called the gouty. They are relatively more abundant among the head workers than the hand workers. The offspring of such persons early show this inability to properly dispose of sweets, and to such children even ice cream is not harmless. It is a natural desire to give pleasure to our children in simple gratifications of their palate, and the rule we give to those asking advice is: See that the ice cream is of a really simple kind; give it in small doses at rare intervals, say at Sunday dinner or some other easily remembered time; watch to see if the next two or three days are as free from indigestion or from fretfulness as other days, and from other evidences of disorder. We speak at length regarding the ice cream because this involves the whole principle of sweet eating."

We quote at length from the same practical standpoint. If no sign of indigestion, such as acidity or flatulence follows (within two or three days, be it noted, the mischief from sweets not being immediately observed) the moderate use of sweets, they are harmless.

It must never be forgotten in the application of food principles that the principal value of food lies in its di-

gestibility, not in what it contains, hence the need existing for careful observation of individual idiosyncracies. It is impossible to give specific directions in this connection that would suit every case. Suggestions only can be given and the intelligent mother will, in following them up, be able to detect needs that she might not otherwise have noted, and also be able to supply them.

The following recipes have been tested and may be used for any child in fair health, as soon as simple desserts are ordinarily allowed, which is under average conditions from two years up, using them in the order given. For the earlier years fruit desserts which may first be given were discussed in a former article.

Junket and Custards.

Junket made with essence of pepsin (Fairchild's) is one of the first solid desserts to be recommended, and it may be given as early as at eighteen months, as it contains a large amount of nutriment, is easily digested and is usually very acceptable. It can be varied in several ways by the use of egg or chocolate stirred in the milk, or by using any flavor that is not acid. A baked apple is also one of the first desserts allowed. A very satisfactory way to bake an apple for nursery use is to peel and core the apples carefully, pour a cup of cold water over them, sprinkle thickly with sugar, cover closely and bake until tender in a moderate oven. If carefully done, they should be juicy and soft as jelly. Among the lighter desserts are whipped cream, or a soft custard. These are all easily pre-

pared and give sufficient variety until two and a half or three years, when ice cream, rice pudding, orange float, tapioca, farina and the various milk puddings follow in their order.

The chief point to remember in the selection of desserts is that, when the child has a full menu for the earlier part of the dinner, *e. g.* meat or broth, one cereal, one juicy vegetable, bread and butter, a fruit or a very light dessert is called for. But when for unavoidable reasons the main part of the dinner is light, a substantial dessert should be chosen, as for instance rice or tapioca pudding, milk jelly or a cup custard, all of which contain the constituents of a varied diet, and thus supplement what would otherwise be an insufficient meal. When carrying out this idea, eggs should be added to the milk puddings, omitting them when lighter desserts are needed.

Soft or cup custards may be made white or yellow by using or omitting half of the egg. They may also be colored and flavored with fruit juices, as cherry, prune or raspberry. The proportions for a white cup custard would be the whites of three eggs to a pint of milk, and correspondingly for the yellow, or one or two whole eggs, as preferred, to the same quantity of milk. When using fruit juices, take less milk. Use hot milk, add sugar and salt, and for a soft custard stir in a double pan or boiler until it thickens, using more milk than is called for in a recipe for cup custard. A soft custard should boil three minutes. A cup custard should be poured into cups, set in a pan of hot water, and baked twenty minutes in hot oven.

Gelatine may be used in the nursery in a variety of ways. Dissolve one box in two pints of water, one cup of sugar and one-half pint of fruit juice, using lemon and orange, currant juice and lemon, prune juice (one pound to a quart of water boiled to a syrup); grape juice, blackberry syrup or one made from cranberries—remembering the astringent properties of both blackberries and cranberries and the laxative quality of prunes. Boil the mixture, with whatever flavor, strain and cool—*covered*—on ice, as gelatine absorbs germs, odors, etc., very quickly.

Plain gelatine, made according to directions, and whipped with cream, before it is quite set, is a delicate and appetizing dessert.

Whipped cream flavored with prune juice or hot melted chocolate is another dainty dessert.

Grape sauce or jelly, made with gelatine, is especially refreshing to convalescents.

As mentioned before, these desserts can be easily made by any plain cook.

The value in the suggestions lies in variety that may be given to two seemingly conventional desserts—custard and gelatine.

Milk puddings may be equally varied by using a little judgment, a little experimenting, and by choosing simple, sweet ingredients, some of which are tapioca with fruit, rice with or without eggs, barley flour with orange flavor-

ing, bread crumbs or bread soaked in milk, with chocolate or with apple, etc.

Irish moss dissolved and used with corn starch, made into blanc-mange, is a pleasant change. Add chocolate to the ordinary recipe for blanc-mange, and serve with sweet cream for another.

Milk jelly is the only dessert mentioned which may not be generally known. It is said to be retained by the most sensitive stomach, and will nourish when almost nothing else will be tolerated.

Heat one quart of milk, then add and stir till dissolved one pound of granulated sugar, allow to boil for ten minutes, then let cool, and when cold add a mixture of one ounce of gelatine dissolved in four ounces of water. Stir constantly while adding, and when well mixed add the juice of three lemons or any flavoring desired. Pour into cups and keep cool.

With the variety suggested, and the long list of fruits stewed and fruit juices that may be used in the nursery, it seems incredible that mothers will persist in feeding their little darlings with sweetmeats, doughnuts, cookies, heavy rich cakes, preserves and canned fruits, even, as the writer has seen, going so far as to give them tea and coffee, with no consideration whatever for the delicacy of the child's digestion.

LOUISE E. HOGAN.



THE MOTHERS' PARLIAMENT.

BABYHOOD—Its
Friends and Foes.

—The completion
of the tenth volume
of BABYHOOD recalls

the many instances in which the reading of a single copy gained the magazine a new subscriber and grateful adherent. It recalls also the instances where this result was defeated by the evil of the day—skepticism bred of that dangerous thing, a *little* knowledge.

Among the magazines and newspapers circulated in country towns, there is scarcely one without its weekly paragraph on "The Care of Babies." Some of these may be from the pen of skilled physicians, though probably only extracts from longer articles—incomplete, unsatisfactory. The vast majority would seem to be by people who have a mere smattering of their subject, and whose advice is not only misleading, but often dangerous.

A newspaper boasting a wide circulation, offered, about a year since, a prize to the lady sending the best paragraph (to be limited to a postal card) on "How to Dress and Feed the Baby." The prize was awarded months ago, but the editor, with an impartiality worthy of a better cause, has gone on publishing, one after another, all the postal card essays which *failed* to take the prize. The authors are plainly women such as abound in country districts, who claim that their "experience," limited to the raising of half a dozen, or even of one or two children, is superior to the knowledge of men and women who have made the study of medicine their life work.

The average country-bred young

wife approaches maternity with hardly any understanding of the needs of the little creature confided to her care. The newspaper paragraphs alluded to attract her eye. Eagerly poring over them, she is sorely perplexed and puzzled by the contrariety of advice. Perhaps she labors under the disadvantage of having a physician whose arduous duties in his territorially extended practice have made it impossible for him to keep up with the times. Her nurse may be a woman whose only claim to the position is the fact of her having had children of her own, years and years before. The old aunties of the neighborhood ply her with gratuitous advice, offer her samples of this or that Consumption Cure and this or that Soothing Syrup, or "if she *must* have a doctor," suggest that "if they were in her place, they should try Dr——", mentioning in turn every practitioner within a radius of five miles. Driven by her own nervousness and unrest to try and take everyone's advice, she is indeed like a rudderless bark among breakers.

What a boon to such a mother BABYHOOD would be! How greatly would it reduce the terrors of living miles away from medical aid! How easily could she afford to turn a deaf ear to the old wives' tales, feeling that the best thoughts of America's best medical writers were at her command.

We BABYHOOD mothers have a missionary work to do that will bear good fruit in the next generation, if not in this. It is real work, too, requiring all the energy and patience we can bestow. The life of a BABYHOOD mother

is not always a bed of roses. She has as much to contend with in her way in a country community as a progressive physician has in his. I spoke the other day to the mother of a puny little baby which was being fed on a certain food in the face of colic, loss of weight, starvation—and why? “Because its brother had been given it before him and had died at eight months.”

“Why don’t you take *BABYHOOD*?” I inquired.

“Oh, well,” came the hopeless reply, “I did have a copy of it, but now I read the paragraphs about babies in my weekly paper. After all, no two people agree about bringing up babies. You’ve just got to average it, and it’s pretty much a matter of luck.”

A lady whose words I was bound to show some deference to wrote to me saying that she did not see why I should dilute the milk for my three-months old boy—he never could grow fat on what I was giving him. *BABYHOOD* in hand, I wrote her the most explicit and detailed account that I was capable of, on the subject. When we next met came her reply: “Why don’t you give him more milk to make him fat?” The only comfort is that a *BABYHOOD* follower can afford to laugh at these things.

It is the same story regarding physicians. If one has found a progressive and reliable one, why in the world should he not be trusted? An old man of my acquaintance was sick unto death, and was being attended by a very excellent doctor. On going to see the patient’s wife, I was staggered at once by the inquiry:

“Which do *you* think better for a

fever patient, hot drinks or cold?”

“I should most certainly be guided by my doctor,” I replied, astonished.

“Oh, yes, I know what *he* says, but I made up my mind I’d ask everybody who came, until I *found out*.”

A member of our family was taken with a hemorrhage after an operation. A neighbor, hearing of it afterwards, demanded particulars, stood meditating, and finally remarked:

“Now wait, I’ll tell you what would have been good for that—a little lemon juice or alum—now let me see, what ought you to have done?”

“What we did do,” I rejoined very quietly, “was to send for the doctor.”

Certainly we need an antidote in these days for the self-complacent ignorance that, having picked up a few medical phrases, parades itself as knowledge. Does not the remedy lie in the wider circulation of really scientific journals such as *BABYHOOD*? As these gain a firmer and firmer hold will not the “old women,” like Othello, “find their occupation gone?”

Let us go straight about our missionary work, not forgetting to read *BABYHOOD* so diligently ourselves that we may be humble in our own conceit and not degenerate in our old age into amateur doctors. Then shall our children indeed arise and call us blessed!—*A Grateful Reader*.

	—I was at a village
Baby’s	fair in Normandy.
Magic.	Stopping before a
	booth in which was
	given what is called in America a
	variety show, I stood watching the
	players, who paraded and danced on

the little platform in order to induce the gaping crowd of peasants to pay the entrance fee and see the show. The clown, the athletes, the girls in pink tights all looked forlorn and unattractive enough. The girls' painted faces and undraped bodies seemed worse than when seen in a theatre, now that there was no theatrical illusion, no distance, and no artificial light. As I thought of the probably degraded lives of those poor strolling players, I gazed on the whole scene with a feeling of depression and disgust.

Suddenly my eye fell on one of the great wagons, or bed-room on wheels, in which strolling players in Europe make their journeys. Between the half open curtains, a young man stood holding a baby. It was a tiny baby *en maillot*, that is, half-swaddled, and the father was gently dancing it to the music of the band. By and by he stopped, drew the little creature to his lips, and gave it a long tender kiss. Then, laying it up against his cheek, he stood holding it, quite unconscious that out of the neighboring crowd, where every other eye was fixed on the players, one eye was watching him, and one stranger's heart going out to him, and learning a lesson of charity and sympathy for all men. Probably he was the husband of one of the young women in tights, who had left her baby in his care while she was dancing clumsily on the platform. Probably their life was squalid enough in that room on wheels, but I no longer thought of anything painful and degraded as I watched the young father, standing with his cheek pressed to the tiny cheek of his child.

No matter how unfavorable to the growth of the higher nature the surroundings of a man or woman may be, wherever there is a baby—and, thank God, babies are everywhere—that better nature has a chance to assert itself. No matter what that poor man's life was or had been, I knew that that tiny child in his arms had brought him a little nearer to God and the higher life than he had been before its birth.

In thinking of the natural blessings which God has given to us, it is hard to say which is the greatest, but among our most precious blessings, may we not count babies, and the love which they bring with them?—*An American Mother.*

Causes of Self-
Consciousness.

—When kindergarten opens and the children gather for the first time about the little tables, it is a rare opportunity for the kindergartner to begin a study of type, temperament and the results of home training.

Now is the time for our study, while the children are busily employed, unconscious of the thoughtful gaze bent upon them—I say unconscious, but there are children who are not unconscious of self for a single moment, but pose, or work, or decline to work, with no other aim than to attract the teacher's gaze to the little self which longs to be noticed. There are others equally self-conscious who seek continually to draw themselves away from the teacher's eyes, who twist and turn and work their poor little shoulders and hands in real distress, with a shrinking dread of observation. To these, the natural,

unconscious children show in marked contrast, as they toil with increasing interest while their work grows beneath their fingers. But the poor little conscious children are so absorbed in watching self, or the effect of self on others, that work holds a second place in their interest—if indeed they are able to work at all.

What have we done to our children that they so soon lose the charm of sweet unconscious childhood and go about forever measuring the effect of self upon others? The child who shrinks from a sudden motion or word, who watches and starts, and sometimes cringes before the teacher, is one who has been subject to very uncertain treatment in the home life. Perhaps he is extravagantly caressed one moment and struck the next. Possibly words of endearment are followed as suddenly by shouts of anger, and the child, finding that it is the unexpected which always happens at home, is forever on the watch in school in a state of nervous dread. How can he become absorbed in his work or play, not knowing what may fall upon him at any time out of a clear sky? It will take months, perhaps years, for the teacher to overcome this shrinking dread, and then only by a course of treatment in which the salient feature is an absolute calm, together with kind words and statements on which the child finds, after long experience, that he may safely rely, alike when he is good or bad.

The children of distinguished parents are often noticed in a way which even to their limited powers of observation at once puts them in a position apart from other children.

"This little girl is the noted Mr. A's child," a visitor will remark, while the other children in the group pass unnoticed. When the next visitor appears this same little girl will expect more of this marked attention, which so distinguishes her from the other children, and will feel hurt if she fails to receive it, and is inclined to put herself forward by little affectations of manner that soon grow upon her, until she becomes painfully self-conscious.

Children who are overdressed will compare their dress with that of the others, and at once show that they feel a marked distinction. Children whose dress is neglected will often painfully try to conceal the loss of buttons or the great rents, and will not be able to forget self in a hearty romp at recess.

I have found it a great mistake to relate to children stories of bad boys or girls, because, if they do not resent such a personal application, they are made self-conscious by feeling that the teacher is comparing them, mentally, with the boys and girls of her story and whether they feel the comparison to be to their advantage or not, the result is the same, showing sometimes at once, as they begin to pose for effect.

Great unhappiness lies in the path of the self-conscious child. As he grows older the selfish traits of his self-consciousness develop. He does not see the needs of others, so absorbed is he in wondering what they think of him. On growing older, with the mistaken feeling that all eyes are fixed upon him, he shrinks into himself, a shy, awkward mortal, overruled by

such a shrinking dread of being observed that fearlessness and a hearty enjoyment of work or amusement are to him forever an impossibility.

The secret of keeping our children sweet and unaffected is in helping them to feel that they are one of many. All may help in games or stories or songs. No one is brought conspicuously forward in a solo or game—unless with the idea of helping. Each does his part to make the whole complete a unity. When a child feels that the work or game in progress would not be spoiled without him, he may also be led to feel his responsibility in taking his part, and know that he is making the work or game better and more complete by his efforts. With this training, he may be led to watch for opportunities of usefulness, and when this trait becomes fixed habit, our child grows to be a man whose joy it is to bear his share, often more than his share of the heat and burden of the day.—*J. E. P., Bridgeton, N. J.*

—Night again!

The Unfinished The very early edge
Duck Story. of it, but still night;
and it finds a little boy
stretched gratefully in his small white
bed, from which he looks up at me
and says, quite confidently, “tell me
a story, please.”

I smile, but he knows I *will* tell him a story, even if I have done it night after night, for a hundred times before!

“And what shall it be about this time, dear?”

“Duck,” came the quick answer. Clyde likes all manner of ducks and

chickens—biddies, he calls them, collectively—and never tires of hearing about their wonderful sayings and doings.

But he likes “really” things better than the “make-believe,” so I try to tell him stories which, while they interest him, will help to fill his growing mind and make him wiser. The “preaching” style, or the way of saying things which carries on its face an expectation that he is to “learn” about your subject does not best fill the requirements, as I see them. The instruction he gets must be “absorbed,” as flowers are furnished with growth and life.

“Well, little man, did you notice how hard the wind blew to-day?”

“Yes; an’ Charlie Mills had a kite way up in the sky tied to a string, and it stayed right there. Why didn’t it drop down?”

“Due to the force of resistance,” came the explanation to my lips; but I knew it would be no explanation to the little inquirer looking into my face with his two bright, interrogative eyes, so I simply said: “that, and a thousand other things will be easy for you to understand by and by. God’s laws are wonderful, and when you grow to be a little older you will know many things which you cannot understand now.

“See this little feather? It blew out of the one lonesome duck we were just going to talk about. It is white with a black tip, and is soft and fine and pretty.”

“And did God make the feather?”

“Yes,” I replied; “in a way, He did.”

“God’s a great feller, ain’t He, papa!”

"God is a spirit, child,"—and there I paused, determined to put this question aside with a host of others, rapidly accumulating for consideration as to "how" they might be made plain to this little mind, daily seeking to know the why.

Oh, that little *why*? So often asked, so hard to answer? Shakespeare says: "The *why* is plain as way to parish church." But isn't the "way" filled with constant difficulties? Stones in it are hidden by rank grass-growths; serpents lurk along the shadowed border; briars sway back and forth across its narrowness to harrass and impede. The "why" is not the easiest way in the journey which parent and child take together for the first few years of its life, pleasant as it seems.

But still, again, this bright new mental machinery is really capable be-

yond our conception, and the youthful mind is making images, forming conclusions, and assigning reasons for things far more clearly than we commonly imagine.

And what about the duck story?

Well that will have to be told at another bedtime; for at this very minute I have no audience! My late tired listener is smiling at stories the angels of sleep whisper to him. Beside such stories, mine are dull indeed.

"Sleep, my little one,

Sleep, my pretty one,—sleep!"

There are pleading little eyes and a quivering lip left behind when I start from home on an occasional journey. God grant peace to that little heart if it yearns to follow, as now I long to follow into the innocent dreams of babyhood!

Tears?—but a duck's feather sheds water, or that were unfortunate.—*N. N.*

NURSERY HELPS AND NOVELTIES.

Bobolink's Bassinet.

Little Bobolink was born in the Buckeye State, two thousand miles from home and papa. He found his papa's name, with a Jr. attached awaiting him, but grandma called him Bobolink, and so will we.

Among the many lovely things which this welcome little lad found prepared for him was a beautiful bassinet, made from a very large square clothes-basket, which just fitted on a little low table. The basket was first padded on the edge and inside, and then covered inside and out with white mull over blue cambric. Around the outside was a deep fall of lace, headed

by loops of pink baby-ribbon. The mattress was a hair pillow, made to fit either the bassinet or carriage.

Lying in this little nest Baby received such callers as were admitted to see him and his mamma while they were yet upstairs. On Christmas Eve the two went downstairs for the first time. With them went the bassinet, and it was found invaluable, as, besides giving the baby the dignity of his own place, it insured his comfort and freedom from draughts. Thanks to his grandma, Bobolink was wisely trained from the beginning, and he early formed the habit of lying or sitting in his dainty cradle and amusing him-

self with gay cards and paper flowers hung on the portière near him.

When Baby Boy was four months old, his cousin, Miss Muffett, two months older, made him a visit. The two babies looked so sweet sitting together in the bassinet that their mammas had the accompanying photograph taken.

A month later Bobolink's mamma decided that the time had come when

the basket and a drawstring was put in the upper edge so that it could be closed like a bag.

In preparing for the four days' trip across the continent, the basket received first its mattress and bedding and then the big bundles of diapers, shawls and other bulky articles. On entering the sleeper these packages were put under the seats with the berth pillows, and the drawstring was



she must take her baby home to his papa, whom he had never seen. "How I shall miss the bassinet," said she, "and how shall I keep the baby from catching cold in a draughty sleeping-car?" Suddenly a bright thought struck her. "I will take the bassinet on the train!" And that is just what she did. A cover of cretonne was put over the mull and lace. It was tacked firmly to the bottom of

let out until the cover fell over the inside of the basket. The cosy nest was then put on one of the seats, and Bobolink took his place in it with his usual dignity. At night the bassinet was set in Mamma's berth, and though she is a large woman, and the upper berth was down, she found herself but slightly incommoded by the little bed, and rewarded a thousand fold by her darling's comfort.

To shorten a long story, this baby, five months old, took the long journey from Ohio to the State of Washington, in the month of April, as comfortably as if under the home roof all the way. He never became nervous, as he would have done had he been held much; he caught no cold; he was the marvel of all his fellow passengers because he never cried or fretted, and his Mamma gives all the credit to the bassinet.

By June the basket was too small for a cradle, but it was still of use, for in it Baby could sit out on the clover lawn and be right down in the heart of things. As he had grown very active, a weight was put in the bottom, so that he could not tip over, and many happy hours he spent cooing and calling to the trees and birds, or making desperate efforts to pick the clover.

And then, when the family took a wagon trip to the mountains, dear me, what a comfort was that bassinet! Once more in its cretonne cover it was set on the bottom of the wagon, and his lordship the baby, sitting in its padded depths, cared not a mite for the jolts of the road. He looked over the top at all the new sights as they appeared from under the lifted canvas, and cooed and crowed as happily and calmly as if at home.

There were seventy-four gifts that were brought or sent to welcome our little Bobolink, and Mamma says that of them all the absolutely indispensable one was the bassinet.

B. S. HARRIOT.

How To Bathe Baby.

A baby's daily bath may be a delightful tonic, or if not properly man-

aged, it may be a source of discomfort and positive injury. The conditions, both physical and mental, seem most favorable early in the morning after the long night's rest. One of the first things I do after breakfast is to attend to the temperature of the nursery. This should be at least 75 degrees F., I think, for the bath time, though several degrees cooler during the rest of the day. It is much better to have an open fire, and a nursery does not seem quite complete without an open fire, one that has already done its work in heating the room and is dying down as the baby is bathed before it. A fresh fire is liable to scatter sparks and coal, while its fierce blaze is uncomfortable for both mother and child.

The following are my preparations: The top of a kitchen table, whose legs have been sawed off so as to make it low enough to stand under the bed when not in use, is drawn out in front of the hearth and upon it is set a large foot tub, which is thus raised about eight inches from the draughty floor. The carpet is also effectively protected from the inevitable splashing. The same table top serves as a sort of dais for the baby's nursery chair. There is plenty of room around the tub to make a convenient wash stand, and here are placed: white castile soap, a fine Mediterranean sponge just large enough to make a good handful, a soft wash cloth, and two large pitchers of cold water, while the hot water is set at a safer distance on the floor. Conveniently near stands a towel rack with plenty of clean diapers folded ready for use, a soft towel for face and ears, and one of rough, but not harsh, Turkish toweling for the body. My own

seat is a low rocker, and I utilize another chair as a receptacle for baby powder, white vaseline, two or three playthings, and a little tray containing safety pins, brush and comb, ivory nail cleaner and scissors, and even a tape needle, lest Baby's draw strings pull out in the midst of the toilet operations. On the chair-back hang the little garments.

When the room is warm enough, if a proper interval—not less than half an hour—has elapsed since the baby's morning meal, I put part of the water in the tub, making it rather hot to my hand and adding about a table spoonful of powdered borax, such as the grocers sell at twenty cents a pound. Then I spread on my lap an old blanket, the size used for single beds folded once, and over it a large square of cotton flannel with the downy side upward. The arrangement seems to me preferable to the double apron recommended by Doctor Starr. Now I am ready to take the baby, and after unfastening but not removing night dress and shirt, and tucking a towel around the neck, I make the wash cloth quite wet in the softened water and gently wipe out the mouth, reaching way back on the tongue and about the gums, and then wash and dry the eyes and the rest of the face. For the nostrils I use a little blunt wedge of wash cloth, well soaped, and not so wet as to allow any water to go up the nose, as we all know how much discomfort this may cause.

Then I proceed to the most delicate operation of all—the cleaning of the ears. Ordinarily a soapy wash cloth is the only thing necessary to remove the wax, but it is important to be sure

that the dry towel goes in as deeply as the wet cloth has done. If it seems desirable to syringe the ear at any time, I always try the temperature of the water in my own ear first, and use cotton afterward to thoroughly dry the canal. Then I sponge the head, and in drying it take special pains with the parts about the ears. While the hair is still a little damp I comb it through gently, following this by rather a vigorous brushing. Then I make the water soapy and add hot or cold water to the bath, as may be needed to make the temperature from 92 to 95 degrees. This feels decidedly cool to one's hand, but a sitz bath at 96 degrees is almost uncomfortably hot. It is never safe to omit the test with the thermometer. Mine cost only twenty-five cents, and is fairly correct, as I have proved by comparison with other water thermometers, though it will not give the same reading in water as an ordinary thermometer, on account of the greater thickness of the glass.

After unfastening all buttons and pins, I draw off all the clothing at once so far as possible, and set the baby in the tub, holding her with my left hand under the left arm while I sponge her vigorously, giving her little shower baths on back and arms. Just before putting the baby in the water I always wet the top and side of the tub nearest the fire, if it is likely to be too hot for the little hands and feet. After only two or three minutes this winter weather, I lift up my small daughter, letting the water drain off for two or three seconds, and put her upon the cotton flannel, wrapping this and the flannel blanket quickly and thoroughly about her, and leaving her

to steam off while I dry my own hands and push away the tub. By this time the baby is pretty well dried, and I pull out the damp cotton flannel and rub the skin well with the rough towelling, which my baby seems to enjoy, though it would be too severe for very tender skins. I often follow this by powder, rubbing it in thoroughly with my hand, and only exposing part of the baby at a time. Of late I find good results from using almond oil over the whole body, with gentle massage. Before putting on the diapers I make sure that the creases of the groin are perfectly clean and dry. When there is any redness or soreness I use a little vaseline.

My baby enjoys every part of her bath when she is well, but she used to cry often while being dressed. I thought it might be from fatigue, though bath and toilet require only from twenty minutes to half an hour, and now slip on shirt, petticoat and a loose flannel wrapper, all fastening in front, and after the baby wakes from the good long nap which always follows her bath, she makes no objection to having a clean dress and warm sack substituted for the wrapper, while she is just so much fresher and daintier for her waking hours.

Chicago, Ill. JULIA L. MUNGER.

An Inexpensive Winter Carriage.

The winter winds begin to blow, and many a poor baby will have to stay in the house and not get a breath of fresh air, except occasionally, because it is not used to it.

There is no reason why mother and child should not take an airing on fine days in winter, for there are many

such when the sun is bright and warm. I do not advise taking the little one out in its summer carriage with wicker sides and lace umbrella, but this summer carriage can be converted into a cosy winter carriage by a little trouble and very little expense. I will describe one I saw last winter. The mother and baby and children running after mamma were pictures of health. The carriage was the ordinary one we always see. The umbrella with gray canton flannel was made to fit nicely over the lace one, and finished at the top with a gay bow. The flannel was cut in scallops at the edge, the same as the lace covering, only a little deeper; then the sides were made to fit; these were made of one length of double-faced canton flannel; instead of putting it around smooth it was shirred. For the bottom there was a large robe or rug made of canton flannel in the same style as the fur ones offered for sale for babies' use. This robe had a liberal amount of wadding and was tufted with "Tom Thumb" baby-blue ribbons.

On sunshiny days this wise mother and baby could be seen on the sunny side of the street enjoying the fresh air. There is no reason why more babies should not have the chance to expand their little lungs in winter.

This little woman was not clad in fine clothes, but they were comfortable and sensibly made. She was not fashion's slave, but a good, true woman, giving her children every chance in her power to grow into healthy men and women.

MILLIE ABBOTT.

Vineland, N. J.

The Apotheosis of Baby's Shoes.

Baby's first shoes are a subject of perpetual interest to mothers, and probably in not a few households are they sacredly preserved. By an ingenious process invented by the F. A. Ringler Co. of this city, it is now possible to perpetuate indefinitely these

mementos of Baby's first steps. Coated with copper and plated in silver, bronze or brass, the shoes while retaining their original shape — wrinkles, worn-out toes, missing buttons and all—may now become an ornament to the parlor, and remain such for the delectation of children and children's children.



NURSERY LITERATURE.

The holiday season brings the usual array of beautiful books for children.

Touch and Go is a book of transformation pictures, with verses, by Fred. E. Weatherly (E. P. Dutton & Co., \$2.00). The first changing picture illustrates "Mother Hubbard's an old friend, that you must own;" and the transformation brings Jack and Jill, of whom the verse says: "Now find two other friends, quite as well known." The pictures are beautifully colored, the arrangement is ingenious, and the book is sure to please the little ones. From the same publishers come many other pretty books, notably: *Wise and Witty and Very Pretty* (\$1.00) and *Picture Pages, for Little Folks of all Ages* (\$1.25). On the cover of the first, seventeen kitties, so dearly loved by children, appear in various playful attitudes, and one of the lessons the book tells us, is, "If you would learn to be

witty and wise, you must use your head and use your eyes," etc.

The Century Co. send their usual quota in juvenile literature. Mary Mapes Dodge, editor of *St. Nicholas*, has given us a new book about Holland, *The Land of Pluck* (12mo, \$1.50). Those who remember *Hans Brinker* will welcome this new book about the interesting land of dikes and wind-mills, illustrated with many pictures of curious scenes and people.

When Life is Young is another new book, a book of poems for young people, merry rhymes and verses, long and short, with pictures on nearly every page. (12mo, \$1.25, Century Co.)

Amongst new books that will be welcomed by the little ones, are *The Century Book for Young Americans*, by Elbridge S. Brooks, an attractive story of what every boy and girl should know of the Government, etc. (\$1.50); a new Brownie Book, *The Brownies Around*

the World, (\$1.50); *Artful Anticks* by Oliver Herford, author of *Pen and Inklings*, a collection of humorous verse (\$1.00); *Topsys and Turvys Number 2*, by Peter Newell, whose books are the funniest you ever saw, (\$1.00); *The Man who Married the Moon*, a collection of folk-stories by Chas. F. Lummis, illustrated (\$1.50); *Toinette's Philip*, by Mrs. C. V. Jamison, author of *Lady Jane*, illustrated by Birch, (\$1.50); and *Imaginotions*, "Truthless Tales," by Tudor Jenks, author of *The Century World's Fair Book for Boys and Girls*, and one of the most popular of *St. Nicholas* story writers (\$1.50).

Harper's Young People for 1894, comes in attractive binding, with about 800 illustrations, (\$3.50), giving in convenient form the results of the year. *Home Fairies and Heart Flowers*, Engravings of Typical Heads of Beautiful Children, by Frank French, with poems by Margaret E. Sangster, fully illustrated and illuminated (\$6.00, in a box), should prove an acceptable Christmas gift.

A Family Dilemma, by Lucy C. Lillie, is an interesting story for girls, published by Porter & Coates, Philadelphia, (\$1.25) and *Sailor Jack, the Trader*, by Harry Castlemon, for boys (\$1.25), comes from the same house.

The Yellow Fairy Book, Edited by Andrew Lang (\$1.50, Longmans, Green & Co.), is a delightful medley of stories old and new.

Amongst Charles Scribner's Sons' new juveniles for 1894 are the following: *Piccino, and other Child Stories*, by Mrs. Burnett, illustrated by R. B. Birch; *The Wagner Story Book*, fire-light tales of the great music dramas, told to an imaginary little girl, by William Henry Frost, illustrated (\$1.50); *The Butterfly Hunters in the Caribbees*, by Dr. Eugene Murray Aaron, with eight full page illustrations (\$2.00), a narrative of the adventures of two American boys in the Bahamas, Hayti and Jamaica; and *Norseland Tales*, by H. H. Boyesen (illustrated, \$1.25), whose stories never fail to charm.

Frederick Warne & Co., New York, have a large collection of picture books, some new, some old and well-tried favorites, that will delight the childish heart. *Over the Wide Wide World* (50 cents) consists of fourteen handsome chromos; *The Surprise Circus* (50 cents), with its figures made to stand up and rings revolving around them, is certain to find its way into many homes; *One, Two, Three, Four* (65 cents) is one of the best executed, untearable animal books in the market; *The Shield of Faith* (50 cents) is designed to stimulate religious feeling and a love for coloring simultaneously. *The Animal Object Book* (\$1.50), and *Lear's Owl and the Pussy Cat* (50 cents) are too well known to require description.

THE LIBRARIAN.



CURRENT TOPICS.

Contrasts in Child-Life.

In New York it is not necessary to wear seven-league boots for stepping from the habitat of one order of child to the domain of another. The Spectator has found a certain interest in walking for a block amid the swarming children of squalor and filth, then just turning a step aside to find himself in another world for babies. It is a better world, of course, but to the eyes of a newcomer New York is the hardest of cities upon its children, whether born to the gutter or to the purple. With a flutter of lace, vel-

vets, silks and satins, the baby-carriages of the favored sweep by like triumphal chariots. Little toddlers walk beside their nurses sedate in their harlequin apparel—clothes seems a word inadequate. Are these the dear delights for boyhood? The Spectator has passed down such a line of nurses and their royal charges with a longing born mightily in his soul to give a party—a Pinafore Party—the pinafores provided by himself and made of brown holland. At the entrance door all apparel should be exchanged for pinafores; the enter-



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NEW YORK.

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Designed
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tainment in the reception-room should be a sand-heap for "Sebastopol," that delightful game of the Spectator's childhood ; nor would the wherewithal for mud pies be absent.

Though the street-child on its native hearth is not a happy sight for any child-lover, by law of contrast it may become a relief to see the children playing freely in the gutters. To reach this state of mind one must first share an experience which was the Specta-

tor's not many days ago. Discovering an immediate need of a four-cent article, he ventured into an "emporium" where he was told to seek it, or rather he let himself drift with a human maelstrom and was swept into the sales-room. Having waited ten minutes for a clerk, the Spectator secured one, selected the purchase, paid for it, and waited again for the system of checking and wrapping to be carried out. After a second ten minutes thus wast-

An Ounce of Prevention



is cheaper than any quantity of cure. Don't give children narcotics or sedatives. They are unnecessary when the infant is properly nourished, as it will be if brought up on the

Gail Borden

Eagle Brand

Condensed Milk. Always buy the Eagle brand, and accept no substitute.

ed (five minutes for each cent spent) the Spectator's mounting impatience resolved itself into a question; "Why is this?" There seemed no dearth of clerks, and all worked with nervous haste. The reason was not far to seek. The clerks were for the most part children. There were a few women scattered here and there, but children were the chief employees. As the Spectator watched their work, he wondered that anything was correct or on time.—*The Outlook.*

Sanitary "Don'ts."

Don't put any money in your mouth. It is literally filthy lucre. A doctor who is in the habit of disinfecting the money that comes to her, calls it one of her charities. Yet the coin or greenback, that at best is far from immaculate, and may be foul with disease, is held between her lips by some girl while she searches for a nickel to pay her car fare with, or struggles with her bundles. If she could see what it is she has placed in

What do You Feed the Baby ?

NOTHING IS SO IMPORTANT AS THE RIGHT FOOD.

It should contain all the elements required for the perfect development of the child, and should also be very easily digested.

CARNRICK'S LACTO-PREPARATA

Is a pure milk food and is designed for Infants from birth to about six months of age.

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Send for samples and literature. "Our Baby's First and Second Years," by Marion Harland, to those who mention this paper.

REED & CARNRICK,

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NEW YORK.

her mouth, she would be cured of the habit once for all.

Don't often put candy in your mouth. Investigations in dentistry show that decayed teeth are the work of a micro-organism that breeds and flourishes in just that particular acid which the disintegration of sugar produces. In proportion as foods contain starch and sugar are they likely to affect the teeth, and in candy the proportion of sugar is at the maximum.

Don't put your bare hands in the straps furnished in the street car for the overflow of passengers. Turn one of these straps inside out, in any car not fresh from the shops, and the reason will be plain. Handled as they are by all sorts and conditions of men, they are really carriers of disease. The abraded skin of your finger may touch

an infected spot or dangerous bacteria may be transferred at the next motion of the hand to the delicate tissues of the mouth or eyes.

Don't use public drinking vessels.

Don't use the towels provided for general use in public lavatories, restaurants, and sometimes in schools. A specialist of diseases of the eye at Buffalo investigated the towels furnished for the use of pupils in the public schools of that city, with a view to discovering how far they might be a source of contagion. A square foot of towelling, which had had moderate use, was found to contain from thirty-five to fifty million bacteria. They included the bacteria of several contagious diseases, and among them those of a serious affection of the eye.—*Boston Transcript*.

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For twenty-seven years the most popular infants' food in all European countries and the colonies.

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Babyhood.

Devoted exclusively to the care of infants and young children, and the general interests of the nursery.

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THE SECRET OF PATIENCE IN MOTHERS.

BY A. K. BOND, M. D., BALTIMORE.



YOU don't know anything about it, retorts some matronly reader, "it is dependent upon maternal instinct. Patience toward one's children is an endowment of motherhood. It is not a thing to be learned, but is inborn."

You are partly right, partly wrong, dear reader. There is an underlying principle of tenderness toward her little one in the true mother's nature which is clearly an instinct and can never be inculcated by any process of education. But the wear and tear of motherhood is so exhausting, so unremitting, that even the instinctive mother-love is liable to become dim unless it is reinforced at times by new impulse drawn from moral and spiritual sources, and from philosophical reflection which, even though unrecognized, is the real source of right conduct.

To the careworn mother, therefore, almost discouraged under the burden of her children's incessant and impetuous demands for attention we would suggest the following thoughts, drawn from observation of daily life

and from quiet meditation upon the subject in moments of leisure.

First, we must venture the statement that impatience proceeds from weakness. This will be denied by many; but the great principle holds, that irregular, uncontrolled action always indicates weakness in the person who puts forth the action; and impatience is a form of irregular, uncontrolled action. The deep, full river flows quietly, in spite of the obstructions in its channel-bottom; it is the shallow stream which frets and tosses to the view because of the rocks beneath.

There is no clatter and rattle about a mighty engine which is in complete order. So the strong, healthy mind acts quietly, and, meeting obstructions, passes resolutely over them, or, if they may not be surmounted or removed, turns quietly into another path. It is the spirit which is undisciplined, or doubts its power to overcome, that frets and clamors at obstructions. Why is it that some mothers will bear the burden of a large family with patience, even with a certain gladness, while others are

continually complaining, and making themselves and others miserable, over perhaps a lighter burden? Is it not because the former have the mental power to grasp the full meaning of their calling in life, or have strengthened their native capacity by laying hold upon the great forces of the moral and spiritual sphere?

With strength of mind, however, must be associated reasonable health of body; for although many invalids are patient and gentle, yet the tendency of ill-health is to produce fretfulness. Especially is this true of certain forms of ill-health (usually amendable by wise medical care) which tell severely upon the nervous system, quickening the senses of hearing and touch to such a degree that the romping and noise of an active child becomes intolerable. In such cases the mother is apt to be unjust to her child, believing that he is making a prodigious clamor when really the trouble is with herself, and the boy is only making the commotion in the world that is necessary to the healthy development of his body.

The natural remedy for such debility of mind and body in the mother, apart from medical advice, is the maintenance of a store of reserve force, on which she may call in time of need. It is well known that most diseases are easily thrown off from a body that has a large fund of reserve force. The human body is so constructed that under reasonable exertion the full energy of its members is not brought into play. When the control of the judgment is withdrawn, as in insanity, the full strength of the muscular system is developed, and the man is twice

or thrice as strong as in health. So under ordinary circumstances the full strength of the brain is not put forth. When the thinker has driven his brain to action for a moderate length of time it usually becomes fatigued and sleeps, whether he will or no. With regular sleep and moderate activity the brain keeps continually in store a fund of reserve force, and is able to meet with promptness and ease the difficulties and strains of daily life. After excessive exertion of thought or protracted loss of sleep the reserve-force of the brain is exhausted, and it meets the emergencies and worries of the household care with irregular, explosive and fretful action. So evident is this that an experienced observer can in many persons trace back at once irritability of temper to some preceding mental strain or loss of sleep. Irritability from loss of sleep is perhaps most frequently found in persons who are not conscious that they need sleep; they "do not feel sleepy," "could not sleep if they tried;" yet the nervous system is clamoring for sleep.

Of course it is extremely difficult for the mother to avoid over-fatigue and to secure unbroken sleep. Yet she may obtain much rest if she learns to utilize stray moments, and realizes that it is possible by over-devotion to the children's pleasure and to house-keeping duties, and by needless neglect of herself, to spoil her temper and render the most tidy home a purgatory, from which husband and friends flee in terror. The general principle applies that the mother who scolds and finds fault with everything is really scolding and finding fault with

herself, ignorant that a little rest or a little recreation on her part would quickly set everything to rights. For recreation is necessary to health and to the preservation of this reserve force. Variety is not only the spice of life, it is an essential to health. It is said that very many farmers' wives end their lives in the insane asylum. And what wonder, if we consider the loneliness, the endless monotony of their lives! Yet the physician has continually to warn his women patients of the harmfulness of cutting themselves off from all merry intercourse with their friends, and shutting themselves up to a weary round of indoor toil. The bickerings and quarrels of neighbors in village life are due largely to want of diversity of recreation, and a visit from a distant friend or relative is often a good remedy for misunderstandings between members of a household. We perceive, therefore, that the endless variations of fashion, the restless activities of trade and science, and the apparently useless interchange of social hospitalities are all demanded by a natural instinct—a cry of the weary brain for change of thought, for rest from old thoughts by the importation of new themes of interest. Woe to the woman who stifles this healthful cry of the brain from a perverted sense of duty, for over her is hanging the threat of a ruined home, of alienated children, and perhaps at last the shadow of an asylum.

In olden times woman managed somehow to get along without much change of interest; the home, with its domestic activities, was enough for her. But with the quickening of

thought in modern times has come the demand for greater variety of interests. This has been met to some extent by the activities of church life. Who can tell what they have been to womankind! Education is undoubtedly another great agent for attaining variety of interests, for to the educated mind a thousand objects of pursuit are possible which are impossible to the uneducated. The mother should, therefore, develop as far as possible her intellectual life, keeping books on hand that improve or healthfully divert the mind, and following along with her children in their courses of study.

Unwillingness to be helped is a source of impatience. Men of business have found that by distributing the cares of a business among a number of partners the burden upon each is lightened so that it may be borne with ease, while the undivided burden would have been too great for one alone. This should obtain in the household likewise, each member, even the children, having certain definite duties to perform, so that the whole burden will not fall upon the mother, who is broken down and rendered impatient if she tries to bear it all. The mother cannot reasonably expect the children to wait upon and be thoughtful for her when grown up if she has never taught them to help her with her work in childhood. Young men sometimes gain a reputation for selfishness simply because they have never been taught helpfulness in the home and thoughtfulness of serving others. There is no other method better than this for diverting the energies of

children. For children, if healthy, will be full of energy which must find expression. If it is not expended in "helping mother," it will probably spend itself in annoyance. The fact is, children find it hard to devise methods in which to work off their energy. If any one doubts this let him observe how quickly and gladly the worrying, restless child will jump at the suggestion of a new game or of anything that will divert and occupy its growing mind. Idleness is one of the worst forms of torture to an active adult mind; and in the child, whose rapid brain-growth is crying incessantly for nervous activity, yet who has very few resources of diversion to fall back upon, a half hour of idleness will be probably filled in with some form of mischief by the necessities of his nature. So the gift of an inventive spirit will greatly aid the mother in devising occupations for her troublesome children and so protecting her own temper.

No one knows better than the physician the comfort there is in dealing with a well-trained child, and the misery that a "spoiled child" can occasion. For in sickness even the best of children may be petulant, and the spoiled child is then simply a terror to treat. No one can have a more profound pity (mingled perhaps with disgust) than the physician for the mother who has a family of undisciplined children whom she has brought up to do as they please, or even worse, has treated with an unreasoning mixture of petting and punishment. No one expects such a mother to be patient, for she has for years been storing up misery for herself.

Among the considerations which ought to cheer and steady the mother in trying times is a proper respect for the dignity and honor of motherhood, which is without doubt the noblest sphere of woman's work, and in itself sufficient to satisfy the highest ambition. It is doubtful whether any mother is ever justified in leaving the training of her children to others in order that she may follow side pursuits, unless she does it to earn bread for them. The thought that she is enjoying the noblest privilege of her sex in guiding her own little ones into ways of right and happiness will surely give new vigor, gentleness and patience to every mother-heart worthy of the name; banishing from it those restless aspirations after visionary ideals outside the sphere of daily duty which render so many lives miserable and unlovely.

Another desirable ingredient in the character which is to triumph over the ceaseless worries of the home is a sense of humor. A love for "fun" is inborn in human nature, and shows itself strongly in every healthy child. It is the sunshine of the mind, that bursts in the most surprising manner and at the most unexpected moments through the clouds of thought and fills the heart with restful gladness. Under its magic spell the eye brightens, the face is wreathed in roguish smiles, and the voice breaks forth into one of the sweetest of unwritten songs, the little child's merry laughter. Trouble is forgotten, and disease flees away. Innocent merriment has something sacred in it, some hidden strain that blends in perfect sympathy with the holiest

aspirations of the human heart. Without humor life becomes too serious to be enjoyed, and the mind takes too tragic a view of its duties. For continual repression of the tendency to fun leads to mind-blindness on the side of the humorous. There are many situations in life in which the introduction of a merry thought prevents serious consequences. For a funny suggestion, like a lightning-rod, draws off the electricity and prevents an explosion. There are some controversies recorded in history which could have been maintained throughout the generations only by men devoid of the sense of humor. A very good story illustrative of the power of humor to calm the overwrought mind was told the writer recently by a soldier of our civil war. A troop of soldiers were ordered to stand, awaiting orders, just within reach of the enemies' bullets, which were striking down one man after another. The strain of this perilous inactivity was beginning to unnerve the soldiers, when a humorous exclamation put them at their ease. A rabbit, frightened by the bullets, started up from her hiding-place and retreated to the rear. One of the officers, looking after her, shouted, "Go it, Molly Cottontail, if it wasn't that I had my reputation to support I would be with you." The humor of the situation struck the fancy of the soldiers, and there were no more signs of dread of the hostile bullets.

The writer has gained great comfort under trials by the contemplation of that most admirable character of Dickens, Mark Tapley, who was never happy unless he had something vexatious in his surroundings. Truly, one

of the chief elements in happiness in this troublous mundane sphere is to learn to laugh at adversity. What merriment this would afford some of us! So the mother in bearing the cares of the household patiently is greatly aided by a sense of humor which serves to divert her thoughts, and to take off the tension of the mind in times when it is strained almost to the point of giving way.

Last but not least among the aids to patience in the management of the household is the religious force. We say this without fear, because we believe its effects are far more pervasive than appears at first glance. That the presence of true religious impulse increases moral courage and gives endurance in those who yield to its sway is a simple fact of history; for even its bitterest opponents class it among the motive forces which stimulate the mind to most astonishing achievements and enable it to overcome apparently unsurmountable difficulties.

Among the most beautiful results of honest religious life is the preservation, even to old age, of the child-spirit in our race. For childhood is not simply a plane of human development from which mankind is to be lifted to a higher and separate plane of adult activities. It is not simply the vestibule through which we are to pass into the great halls of mature life. It is rather a musical prelude, rich with beautiful harmonies, the sweetest of which are preserved, and ever and anon burst forth in simple grace among the graver measures of the full symphony of after-life. As the world would be a doleful place without the artless merriment of chil-

dren, so the individual adult life is dull and insipid if there is not mingled in the character a certain childlike simplicity and light-heartedness. While this comes naturally to some persons who take life easily, either from natural indifference to the affairs of those about them or because they are in circumstances which free them from care and anxiety, it has to be preserved in the face of great difficulties by those upon whom the burden of life weighs heavily. Instead of adding the worries of the day-before-yesterday and the day-after-to-morrow to those of to-day, the wise mother is content to bear one day's burden at a time, each night closing up one account and resting quietly until to-morrow's light begins a new page of service. And since a wise master never orders two different duties to be done at the same time, it is possible in this service for the toiler to do quietly each thing that comes to hand without the distracting thought that she ought to be doing several other things at the same time. For "duties do not conflict" is a philosophical principle capable of the amplest proof.

"But children are so slow to learn

obedience; they have to be told the same thing over and over endlessly; they are so thoughtless, and forever getting into trouble." Are we grown folks any better? Are we quicker to learn our lessons in our advanced grades of the school of life than they in life's primary department? How many years does it take some of us to learn obedience to the simplest laws of health? How many times are we punished for neglect of this lesson? This other lesson of patience, do we not fret over it and dream day-dreams in lesson-time instead of applying ourselves to the task before us? Are not our after-thoughts, like the little child's, often very much better than our fore-thoughts. Are we more quick to acknowledge our faults, and more honest in our resolves to meet our disagreeable duties next time with cheerfulness?

Let us take a hint from the little philosopher, who met discouraging criticisms of his efforts after a noble life, with the plea that he was "only *a beginning*," and believe that even the most trying youngster has possibilities of future greatness which we by patient gentleness and firmness may aid him to develop.



ONE WAY OF PREVENTING LUNG DISEASES.

BY NATHAN OPPENHEIM, M. D.

Attending Physician to the Children's Department of Mt. Sinai Hospital, New York.

MOST people rightly believe that the full and normal use of an organ is the best guarantee of its health and the best prevention against disease. Upon this simple idea is founded our philosophy of exercise and rest, and the consequences of infringing this rule are ever before our eyes. We all know that an overworked as well as a starved stomach leads to some form of gastritis, or that a sedentary habit as well as over-exertion brings weakness and invites disease. A broad truth like this holds good in one part of the body as well as in another. It is just as true of the lungs as of the arms or the legs.

Suppose for some reason a child's leg is put in a plaster cast, thus rendering it fixed and incapable of movement; what necessarily happens? Naturally a marked general weakness and an equally marked muscular atrophy. The analogy in the lungs holds perfectly good. We must keep two facts in mind: first, that the upper part of the lung is immovably fixed by its attachments to the chest walls, which at this place have very little movement; second, that about one-quarter of the lung tissue is generally not used. Here are two factors which in the abstract are finely designed for producing disease. In this light many a careful or even over-careful mother can understand how her little one, in spite of the most rigorous care, develops a bronchitis or a pneumonia or even

the dreaded consumption. And with a full appreciation of the facts comes a knowledge of the remedy. A stooping or careless posture, a shambling walk, a shallow respiratory habit necessarily leave a part of the lung without its normal work and exercise. The result must inevitably follow. The weakened structure becomes congested, heavy, not to be expanded; an abnormal secretion shows itself—and very soon the doctor is called in.

All cases of bronchitis or pneumonia are not the result of "taking cold," and a respectable proportion have nothing to do with a draught. We know now that many of these disorders are purely infectious, and usually they are the severest of all. Likewise is it known that consumption is in all probability not hereditary, but that merely the *predisposition* is transmitted. The bacillus of tuberculosis does not fly about in an erratic way, striking hideous blows here and there without reason and logical sequence. Indeed I do not know of anything more logical in its actions than one of these micro-organisms. Unless you invite it, you in peace. Coax it, and it flies on lightening wings. Let us look at the matter from the side of concrete cases. A child weak from natural or induced conditions leads an inactive life, or goes about with drooping and rounded shoulders, or in sitting curls himself up in a position requiring the least outlay of strength and effort. As a result this

unexpanded part of the lung, instead of helping the rest of the body, straightway becomes a drain, an idle consumer of force, an excellent breeding ground of germ diseases. Immediately the child is treated with all sorts of medicines, while the original cause remains untouched and active. The little patient either recovers, as a wonder, or else dies, on account of the dreadful logic of the germ.

Let us consider the matter from still another standpoint. Why do sufferers from certain lung diseases improve at Davos or Colorado Springs? Not merely because the air is fine and bracing; we all know of dozens of places with fine air which are of no therapeutic use in this direction. The greatest value in these localities lies in their elevation, on account of which the air is rarified, many pounds of external pressure being thereby removed from the body, and as a result of

which the chest wall expands more easily, allowing the impeded and weakened lungs to draw in deep draughts of life-giving air.

The lesson is plain and easy. See that your little ones sit straight and walk straight, make them puff out their chests in the various exercises and games which your ingenuity may suggest; teach them so to swing their arms that every cubic inch of lung tissue may come into play. And then not only will you avoid a certain percentage of lung troubles, but also your babies will have rich blood, will have brighter eyes and better appetites, will make you glad every time you notice their keener vitality and budding strength. This means is so simple that it is apt to be disregarded; but a layman would be surprised if he could see some of the beneficial results of it even in that plague of our time, tuberculosis of the lungs.

SNUFFLES AND CROUP—WHAT DO THEY MEAN?

BY WALTER F. CHAPPELL, M. D.

*Surgeon to the Throat and Nose Department, Manhattan Eye and Ear Hospital,
New York.*



ALTHOUGH snuffles and ordinary croup in no way endanger life, there are probably no diseases of childhood which cause more annoyance and discomfort to child and mother. Their effects are not confined to the immediate discomfort and distress, but are far-reaching to the child, and to a more or less degree determine its future health and character.

How frequently mothers complain of the baby's not nursing well, and that after holding the nipple in its mouth for a moment or so, it will throw its head back and cry and then make another attempt, only to again give it up. The spasmodic efforts at nursing are repeated until the child is partially satisfied, when it lies back exhausted. Such children are also restless at night and toss about the bed in a distressing manner. What is

the cause of all the symptoms which irritate the child when nursing or sleeping, and leave it only moderately comfortable at other times?

Their causation lies in the inability of the child to perform nasal respiration properly, owing to a hypersecretion of mucus, which blocks up the nasal passages, and also to a more or less thickened condition of the membrane lining the space at the back of the nose and the nasal chambers. Some children inherit the catarrhal tendency, others acquire it from repeated colds and from certain diseases such as measles or scarlet fever, in which the rash appears on the mucous membrane of the upper respiratory tract, as well as on the cutaneous surfaces, leaving them in an irritable state. Diphtheria also produces a similar condition. It is immaterial which of these conditions produces the nasal obstruction, for in any case, when the child attempts to nurse, it is unable to get sufficient air through the nose or mouth. At night, the restlessness is due in part to the nasal obstruction, but the breathing through the mouth is also impaired by the soft palate being pushed forward and downward by the thickened membrane behind it, and also by the tongue arching and falling back in the throat during sleep, leaving little space for breathing.

The restlessness and irritability at night is increased by the children being obliged to take what air they get through the mouth without its being warmed, and in an unfiltered state. These conditions are obviated when the nose can perform its normal functions. The causes producing the impaired nasal breathing just described

also generate the alarming attacks of croup with which we are all familiar. The voice-box or larynx and upper part of windpipe become somewhat red and tender owing to the irritating properties of the cold and unfiltered air which the child breathes. A sudden change of temperature occurring at night, or an attack of indigestion or any intestinal irritation, will cause the sensitive mucous membrane in the throats of these children to puff up, and result in a spasm of the muscles of the voice-box, which is ordinarily called croup. All the children in some families are subject to croup owing entirely to the conditions described, and it is rare to find croup in children who have good nasal respiration. Some few children have croup later in life without much nasal obstruction, but this is usually due to a recent attack of scarlet fever or measles, leaving the lining of the voice-box in a sensitive state.

Treatment.

As soon as the mother notices the difficulty in nursing and restlessness when asleep, she should have medical advice at once, so as to determine the cause of the trouble and have it remedied at the earliest possible moment. A common practice is to put vaseline or other oily materials in the nose, and while temporary relief is afforded, in the end the trouble is aggravated by keeping the parts moist and spongy. In cases of croup, a physician is usually called for the attack, but there are some preventive measures the mother may employ to ward off an attack while awaiting the arrival of the physician. If her child has the croup tendency, the diet should be carefully

regulated, especially the evening meal, and the bowels kept open. Excitement or severe exertion should be avoided just before retiring, and the windows of the sleeping room left down. If an attack is imminent, the child may be allowed to inhale steam

from boiling water, and hot applications should be applied to the neck over Adam's apple. Some of the numerous household remedies, such as syrup of ipecac, may be given while awaiting the arrival of the medical attendant.

NURSERY PASTIMES.

"Something to Think of."

Half the mischief in the world is wrought by people who, from choice or chance, have "nothing to think of"—that is, nothing good, interesting, healthful and pleasant, and who, therefore, find outlet for their energies in wicked ways. Half the "troublesomeness" of the little charges under our keeping arises, I conceive, from the fact that their active little bodies and minds are not given proper pathways in which to run and tumble along.

I'll be a little more explicit : There's Willie Winks on the floor, left to find some way to pass the (to him) long, long afternoon. He has tired of the block-houses he is told to build or to re-build, for he has constructed an infinite number already, and we have to get cross, and cry out at him every few minutes "not to touch" this or that and "to let those things alone," until we have worked ourselves up to a pitch where we almost wish Willie Winks in particular, and all Winkses in general, had never been born.

Now, this active brain of Willie's *must* occupy itself by action of some kind. We do well to acknowledge this and proceed to the solution of the "how" this occupation is to be furnished, and not only furnished

somehow, but in a way which shall not make us the slave of the hours when he is awake. After considerable thought over the problem, *presto!* an idea forms which we proceed to put into existence in fact. Allow us to introduce you into the recently constructed realm of thought where Master Willie often finds himself of late, and where he has no excuse for his old complaint of having "nothing to think of;" for here, spread out on the walls all about him in this play-room, are pictures and scenery of all kinds and descriptions; each with a story attached—many stories in fact—for such an imaginative mind as Willie is blessed with. Each of the grown-ups has paid tribute as he or she entered this delightfully decorated room, and now Willie can tell you something of almost every piece of printed matter which lies pasted against the walls.

Beginning over in the corner next the darkened entry, he points out a row of Chinese lanterns, on which (though he cannot yet read) he knows the words "New Year" are made; and he remembers more or less of the story to the effect that the Chinese New Year comes on the 6th day of February instead of on the 1st of January, and upon that gala day—they



extend the good times over three days, by the way—all must array themselves in new garments, even if they have to borrow them. He connects the far-away China and its habits with the celestial laundryman on the next street, and often asks as to why that placid-faced individual doesn't fire off crackers when *he's* 'round; the which he has never done yet. Again,

being of a kind disposition, Willie makes threats, dire and sundry, against the pictured boy who "grabs pussy by the neck's if it was stuffed wiv cotton, like the one gran'ma made for me."

We make it a part of our daily thoughtfulness to collect beautiful pictures, from all sorts of sources, for this unique collection, which bids fair

to spread into the little sleeping-room for the babes. Hundreds of bright, pretty subjects, in black and white and lithographed colors, are thus saved from destruction and made to serve the purpose of "something to think of" for the little folks when we are too busy to devise other means. Driven back into himself for amusement, Willie seeks this pictured consolation and never fails to find comfort and instruction. One doesn't feel a single prick of conscience in demanding that he stay in his play-room and find his own amusement when the walls are covered with suggestions smiling out at him from every side.

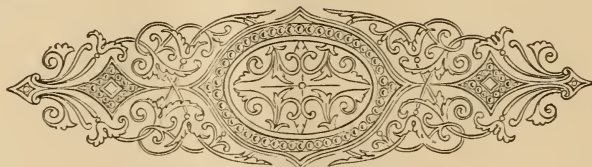
And now for a word as to the practical application of our first thought. We began by papering the room with

common, thin, white paper. Against this we glued cards and pasted newspaper and other pictures in all sorts of inharmonious congruity; and after that, with oil-paint and a small brush, we painted lines of color between and about them, zig-zagging over the whole space, first with one color and then another, until we had produced a railway map effect of lines. Over the whole, when dry, we put a coat of pure varnish, through which the colors glistened with heightened effect, and which enables us to keep the walls washed, clean and healthy.

The black back-ground on the page here shown is made only for typographic reasons. It would be too gloomy for our homes.

CLIFTON S. WADY.

Somerville, Mass.



NURSERY PROBLEMS.

A Probable Case of Hernia.

To the Editor of BABYHOOD:

My little girl is now three years old. When she was one month old I noticed the navel protruded slightly. The physician said it was "nothing." I put a button in the folds of flannel and pressed it in. She wore the flannel two months. It did not seem to be exactly right, and I asked another physician about it. He told me it might turn into an umbilical hernia, and gave me a rubber band which held a bag of air, a sort of a truss, which she wore for a time, two months. The navel still protruded, when I took it off, about half an inch.

We moved to another place and a new doctor told me it was a protruding navel. He put a piece of surgeon's court plaster over the

navel. After a month he looked at it and said it was all right, and that it was not necessary to use the plaster or anything again, unless I saw that it "stuck out." The child was then about eight months old. When we came to our present place I was still not satisfied, and the navel never looked sunken, like my other child's. I asked one doctor here about it, who tried a truss, which made the child sore, also the plaster, which "draws off" to one side and does not keep its place. The navel still protrudes from the upper half of the opening. When the child is well and fleshy it does not look so bad, but now that she has had a little sick spell it seems worse, and protrudes fully half an inch. She says it does not hurt her. She is very active.

Now, will you tell me:

- (1.) Has the child a hernia?
- (2.) Will it right itself?
- (3.) Ought she to wear a truss?
- (4.) Is she liable to have a rupture?
- (5.) Is the protruding navel a common thing with children or infants?

R. D. R.

(1.) Probably it is a hernia. The navel sometimes protrudes without a hernia, owing to the point where the skin and cord separate being more prominent than usual. But ordinarily such protrusions are hernias.

(2.) They very rarely indeed right themselves, if they really exist, without treatment by support of some kind. Your child seems to be partly cured.

(3.) Yes, or a support of some sort which is its equivalent. The getting a truss which is really comfortable and the keeping it adjusted and in order is a tedious and vexatious undertaking, and unfortunately trusses are not always successful; but if they do not cure, they prevent greater mischief ensuing. The care of a rupture should be as continuous as practicable under the observation and direction of a good surgical practitioner. Writing will do no good. It is the practical teaching how to apply and retain the support on his part, and the persistent carrying out of his instruction on your part which will win the game.

(4.) A rupture and a hernia are one and the same thing, the former the common name, the latter the technical one. They exist in all degrees from very slight to very large. The large ones are the more unsightly, but not always the more dangerous.

(5.) It is not rare if you mean a protruding rupture. Protrusion without hernia, after the first infancy, we think, is less common.

Another Case of Thumb Sucking; Fondness for Meat and Dislike to Milk; Suitable Vegetables for a Two-Year Old.

To the Editor of BABYHOOD:

(1.) My little girl of two years has always gone to sleep sucking her thumb, and she still continues that habit upon going to bed at night and when she lies down for her day nap.

It seems to me that her upper lip protrudes somewhat over her lower, and her upper teeth fall over those of her under. Is there the slightest danger of misshaping the upper jaw by permitting her to suck her thumb when she lies down for her two naps in the twenty-four hours (day and night)?

What would you suggest as a perfectly harmless and effective means of breaking up such a habit?

(2.) She has renounced milk entirely, but is very fond of meat and fruit. As she is a very healthy child, I have her take meat juice at noon with bread and potato, and often allow her a chop or other kind of meat for her breakfast with oatmeal and fruit. Is meat twice a day too much for her, and is milk in some form essential?

(3.) May I ask you to suggest some vegetables of particular benefit to a child of two and one-half years? A DEVOTED READER.

(1.) The upper front teeth usually project over the lower. This of itself is no evidence of the damage done by the thumb-sucking. Whether the protrusion of the upper lip is more than the normal degree, we cannot guess. But in any case it is well to break up the thumb-sucking if you can, because it does no real good, and once in a great while does, if persisted in, make the upper front teeth and jaw protrude unduly. The only way that is efficient is to put some disagreeable-tasting but harmless substance upon the thumb, or the putting a mitten or bag over the hand the thumb of which is sucked (for usually only one thumb will be used), or the sleeve may be tied down by the side. This cure of

the habit requires patience, persistence and good temper.

(2.) Milk in some form is desirable. It is not absolutely indispensable. Meat twice a day is undesirable for most children of her age, presumably for her. Broths and an occasional egg make good substitutes for the milk and meat. Probably she will return to the milk after a while. If not, there are many things that can be cooked in or with milk which are nutritious, wholesome and palatable.

(3.) We doubt if many, if any, vegetables (outside of cereals) are of "particular benefit" to a child of that age. There are, however, some which are admissible to a child of strong digestion. The potato is that most generally first given; because, we suppose, it is always at hand, not because of its digestibility, in which respect it is not in the highest rank. If you live in the country or where you can get absolutely fresh vegetables, you may from time to time give a child of that age some tender vegetables. Thus, a few well-cooked, fresh, tender peas we think are admissible. But notice all the qualifying adjectives. A purée of spinach is also useful, as it can be had later in the year, and macaroni (really a cereal preparation) can be had all the year around, and in winter various purées of vegetables can be made suitable for a young child. The harmfulness generally depends upon the crude manner in which the vegetable is presented.

The Use of Sterilized Milk Together With Artificial Food; Itching of Eyes and Nose; Care of Gums During Teething.
To the Editor of BABYHOOD:

Baby is now over three months old, and has gained but one pound since her birth. She

has been fed on prepared food since that time, and we have tried numerous foods until now. I am giving her Mellin's Food, which partly stays on her stomach; the reason for my continuing it is that it regulates her bowels, her tendency being constipation.

(1.) I would like to know how I could give her sterilized milk and overcome the above tendency.

(2.) When a baby rubs her eyes and nose a great deal, what is the cause and treatment?

(3.) Is there any special care that can be taken of baby's gums to make teething easier?

Westchester, Pa.

E. S. H.

(1.) There would be no objection to using sterilized (or rather pasteurized) milk, with the Mellin's Food, in place of ordinary unsterilized milk.

(2.) Doubtless the cause of the eyes and nose itch, whether from a local irritation or digestive disorder, can only be told after seeing the child. The treatment would, of course, depend upon the supposed cause.

(3.) Keep the mouth very clean, washing it (with weak borax water for instance) after each feeding, and keep the child's nutrition as good as you can. Teething is easy in healthy children.

Refreshments for a Birthday Party.

To the Editor of BABYHOOD:

In giving a birthday party for a three-year-old daughter, what refreshments would you suggest for the little ones? Are the mothers invited and also served with refreshments? Are written invitations ever used?

Detroit, Mich.

A YOUNG MOTHER.

Everything should be of the very simplest. It is hard to get anything simple enough, and we generally discourage such parties until the children are four years old at least. Let the entertainment be chiefly in the decoration of the room and children's games. The refreshments may be

the plainest of ice cream, with dainty crackers and a birthday cake—a simple sponge cake is as little harmful as any—with the proper number of candies, and have all the refreshments early. Mothers are asked or not, according to convenience. They are used to “fill up” sometimes. If the children are numerous, a few adults are necessary to wait and to do duty as sanitary police. Invitations are used for children’s parties, but until the invited children are old enough to be flattered by receiving a written note it is better to omit them. Everything

which tends to deprive a little child of the simplicity of childhood should be avoided.

Condensed Reply.

A. L. P., Cleveland, O.—If you have removed the vermin thoroughly, the eggs may be removed by going over the head hair by hair, or at most taking very few hairs at a time and wiping them with a cloth wet with alcohol or Cologne water which loosens the “nit” from the hair.

Volumes I, II and III of *BABYHOOD* are out of print, and are not obtainable. The others may be had at our office.

LADDIE WINKTURN.

A BIOGRAPHY.



HO ever heard of the biography of a little boy aged three and a half years? “But,” says the chronicler, “if I do not write it now I will forget it, and the years may take from his cunning ways.”

As you may suppose, “Laddie Winkturn” is not his real name, but that does not matter. You would not know him a bit better by any other name, and this one seems to fit him as well as his own.

To begin with, he was only the second baby. A large part of the sentiment, surprise and curiosity with which the first baby had been welcomed was exhausted. There was not the rush of presents with which Baby Number One had been favored. Dainty little wrappers, lace, muslin and silver reminders of mamma’s kind friends—Baby Number One had all those. Then, too, Laddie was an interloper. Little sister was not yet two years old,

and, as sympathetic and aggrieved relatives remarked, “ought to be the baby yet, poor little thing!”

One thing was in Laddie’s favor. He was the first boy. Paternal pride was gratified. That his mother fell in love with him at first sight goes without telling. Baby sister welcomed him, too, and her investigations had well-nigh made an end of him.

In his earliest infancy there was something in Laddie that appealed to one’s sympathy. His mother was the first victim to his charms, but as time went on, grandparents, aunts, uncles and cousins were added one by one to the list. The best of it was that Laddie himself was so perfectly unconscious of being funny or winsome. He made no demands on any one, often stood shyly aside when his sister loudly appropriated the friends, but won his way by sheer worth.

We must use our lightning kodak now and see what Laddie looks like.

He is hardly still a minute, except when asleep, and, although he looks sweet then, we want to catch him awake.

Here is a picture of an earnest looking little chap in dark blue pantaloons, a ruffled blouse waist rounding out his slender proportions. Slim legs



and small feet are encased in black stockings and low shoes that flit hither and yon from morn till night. A silk necktie, a recent cherished addition to his wardrobe, and a straw hat with blue band, complete the outfit. Something like a lively Brownie is this,

only that the face which crowns the whole is fairer, the eyes clear blue, the hair golden. This is no "Little Lord Fauntleroy," with curls. He is not thus punished in hot weather, but his locks are shorn in true boy style.

Here is another picture. The big lamp casts light and shadow over the room where three little children are preparing for bed. Laddie is the most lively of the three. In white gown, with twinkling white feet, he dances light as a feather from one to another to be kissed good night. The day goes by with various ups and downs, but when night comes then all difficulties are adjusted in the good-night words. Then the little prayer is said, and the sleepy eyes close while a slender arm slips under mamma's head and little fingers twine in her hair. "You keep it for me, don't you, mamma? We boys have short hair."

Laddie's little brother of six months was one night undressed and laid as usual in his bed, where after one slight protest he consoled himself with his thumb and lay kicking until sleep came. But our little three-year-old has been accustomed to have father or mother lie down by him, and as he is usually off to "Sleepy Town" in less than five minutes, the task is a light one, and Laddie's fond, foolish parents have seemed to enjoy it. On this particular night Laddie Winkturn settled himself on his pillow while his mother went into the next room with his sister. "Laddie, you are such a nice, big boy now, old enough to go to sleep by yourself. Be mother's *good* boy now, and, if you learn to go to sleep by yourself, I will get you a big drum, bigger than your tiny one."

Now, Laddie is always a reasonable little fellow, and will try to do the proper thing. Then, too, the drum idea was a good one, and its effect lasted fully a minute. Then—

"Mamma! O, mamma! I'm 'fraid!"

"O, no! You're my big, brave boy!"

"I ain't big. I little boy. I'm 'fraid!"

"No, no! Mamma is right here, and you know that God is taking care of you."

In plaintive tones came the reply:

"But there isn't anybody *in bed by me!*" and his mother succumbed.

Let us use our kodak again and catch Laddie as he marches off to church or school with father. This time a blue velvet suit, white blouse and embroidery set off his peach-bloom face and deepen the blue of his honest eyes. (It is a pity that we cannot depict his coloring with the camera.) Sometimes Laddie grows tired, when the big man stoops, picks up the little man, and raises him to his shoulder. Over the college campus Laddie's legs scamper; back and forth from the historic spring where the basin glistens with sulphur, up hill and down, in among the big buildings—what cares he for learning? One branch, it is true, does interest him. We might call it anatomy. Laddie wonders very much over the structure of his own little frame, and still more over that of bugs and worms. Many a poor fish-worm has met a sad fate at Laddie's hands.

"Do worms eat boys?" one day said Laddie, pondering. A guilty conscience must have prompted that question, for the impulse to find out what is inside of the poor creatures seems to be irresistible. Said his aunt one

day: "If you are cruel to worms I'm afraid you're not God's little boy." "I'm mamma's little boy," replied he, brightly. But he has a tender conscience after all, and said solemnly to the writer one morning: "God told me in the night, 'Musn't kill worms!'"

The going into pantaloons is an event which Laddie's biographer must not fail to mention. Said his father: "Mother, I'm going to take this boy down street, and if there is anything that will fit him, he shall go into pants!" Then Father Winkturn looked at Mother Winkturn to see what she thought about it. Laddie's mother laughed. She said that it was a sensible idea, would "save washing," and that since Laddie had such a propensity for climbing, pantaloons were much safer than dresses. Then, too, it would be "all the style," if a trifle extreme, for how old do you suppose our Laddie was then? Just two years and a half! Nevertheless, off marched the father with a small boy who was hardly old enough to be as delighted as he ought properly to have been. Soon they appeared with a bundle. The suit was tried on, and, once in pantaloons, Laddie's grief was great at the thought of taking off the pretty "Sunny shoot" (Sunday suit). So back trudged his happy father to purchase some twenty-five cent pantaloons and waists for Laddie to wear until his mother could provide him with an outfit more to her taste.

Laddie's memory is very short, yet he is always ready to impart information. Asked a little neighbor one day, "Has your sister got my weasel skin?" Laddie, desirous of helping him find it, seized with his baby mind upon the

suggestion: "Yes, she has it; she put it in her pocket." That was purely imaginary, as it turned out when the missing plaything was found in another place and where the little playmate himself remembered to have put it. But Laddie had made it quite embarrassing for a while, although it was enough to look at his serious baby face to see that his intentions were perfectly honest. To him the main thing was to find the weasel skin, and he did not see at all that he was compromising his sister. That same sister sometimes remarks, "O, that's just Laddie's whopper!"

Imagination overbalances memory; thus you cannot always stick a pin in Laddie's assertions, while it is plainly to be seen that he is quite innocent of any attempt to deceive. "I did it," he bravely owns, manfully standing up to the consequences. And when seized with a wilful fit, it lasts but a few minutes, and ends with "I guess I be a good boy," in his slow, earnest way. There is a sensitiveness, a slight timidity, together with considerable grit and manliness, on occasions, that make this wee boy very dear. He is terribly afraid of a brass band, but a thunderstorm does not disturb him, and it takes a hard bump to make him cry.

Laddie is not so correct in language as some children of his age. His speech and accent are inimitable. His verbs are something fearfully and wonderfully made. "Papa, did you saw me?" "Where did you been?" "Did you went down street?" "Look at he." "She hu't she finger." "What time it is?" "Papa, 'fink I did?" are some of his expressions. "If you" is "atchyou," and he showed his necktie

to a neighbor "because she haven't see my new necktie."

Laddie tries to correct himself, however, and is sensitive about being laughed at. He has been corrected for dropping his r's, which may be the reason why, when they tell him to say "Eva" he says "Ever," and calls arena "arenar," in Yankee fashion.

Laddie can never remember where he put anything—a true manly trait. His first question on leaving the table is, "Where my hat?" (verb omitted in classic style). "Where my d'umsticks?" is another frequent question. He suffers great distress of mind at such thrilling moments, and invents various reasons why he cannot hunt for his things himself. Once, on its being suggested that he go into the house himself for something, he racked his small brain for an excuse, and finally held up a small piece of yellow pasteboard, saying that he could not go "because he had a ticket." Why that was a reason nobody but himself could guess.

After all, Laddie has all the instincts of a gentleman. He takes a seat near grandma, beginning a conversation in as courtly a fashion as any young man in society. He sits down near mother. "Well, pitty nice day, ain't it?" He opens the gate politely for grandpa and grandma, hastens to put a chair up to the dining table for papa, runs to bring a stool for his mother's feet—all this, remember, without a suggestion from any one. Perhaps his mother drops a spool; Laddie, unasked, crawls under the machine to get it, not because he thinks he ought, but because he has a loving thought for his mother. "I just like you so *much!*"

and a slender, sunburnt hand creeps around her neck.

"No, fank you, I had a d'ink." "Would you give me some b'ead and butter, p'ease?" "Would you s'ing (swing) me, p'ease, papa? Would you *weally, weally*, papa?" Thus is a little boy of three a real gentleman. What wonder is it that when people look at Laddie a great wave of something comes over them, and the first thing Laddie knows he is kissed and somebody's arms hold him fast. The lovingness of his little heart is irresistible. Not that he was never naughty, nor mischievous, nor destructive! Dear me! His friends might think him angelic if it were not for sundry

naughty freaks and pranks. Among these might be mentioned painting the bedspread with vaseline, laid on with his mother's good toothbrush.

Said the writer of this biography, "Boy, I'm writing about you." Laddie looked up wonderingly. "'Cause I bad boy and broke e windows? Don't tell 'em."

Here this biography must end, rather abruptly, to be sure, not for lack of material, for Laddie still flourishes, but for lack of space. Perhaps it is not unlike the unwritten biography of many another little boy, and we will dedicate it to ALL THE OTHER LADDIES.

HARRIET LEE GROVE.



BABY'S WARDROBE.

Diaper Drawers.

A baby wearing diapers is too young to wear underdrawers to any advantage. I have found that out without much experimenting, but I think I have at the same time discovered a solution of the problem of covering the little bare limbs above the reach of stockings, and as it has worked so very satisfactorily in my own case I wish others to know of it.

This is what I did: I took a pair of my own cashmere hose (worn in the feet but otherwise perfectly good,) and cut off the feet just above the heel. To fit them I put them on Baby and pinned the extra fullness on the

inside of the leg from the ankle to a point say three inches above the knee, sewed along the line of pins and trimmed off in shape. Then I cut from the top of the stocking down to the seam in a straight line, buttonholing the raw edges and also that at the ankle. This is all. At first I had it in mind to finish the top with a belt, but found it best to have the two pieces separate. I put each one on as if it were a stocking, (drawing the little stocking on over it), pinning with large safety-pins in front and back, to the waist. The waist I have is sleeveless and is made of white Saxony.

With the above there is no necessity for hose supporters, as the stockings cling closely and never "sag," as they often will with even the best supporters. The napkin stays in place perfectly, and if the baby still wears one when old enough to walk, this feature is not the least important. The napkin may easily be removed without disturbing the drawers. Without a belt they are more elastic over the abdomen and can be pinned to fit. Mine are large enough to be double in front, although when Baby has eaten heartily due allowance has to be made.

Somerville, Mass.

E. H. W.

Fresh Air and Fur Robes for Babies.

I am the fortunate owner of three little girls and a vicuña robe. The eldest baby is four years and three months old and the youngest three and one-half months. Although differing from each other widely in many respects, in one thing my babies have agreed, namely in making good use of the vicuña robe. The robe, which was purchased in Chile, is 80 inches by 54 inches and unlined. It is lighter in weight than a thick woolen shawl of the same size and is, I am convinced, an ideal covering for a baby, being practically impervious to cold.

It has been my custom with each of the babies in turn to let the long daytime naps be taken out of doors. The child is warmly clothed, of course, and lies in her baby carriage. In the early fall she is covered with one thickness of the robe, later with two thicknesses. In the winter the robe is practically a sleeping bag. It is doubled and spread on a bed. Baby, dressed for out-of-doors, is laid on the robe and

rolled snugly up in it. The fur bundle, with Baby all but her head concealed in it, is then placed in the carriage, which has been standing for some time in a warm room. The parasol is adjusted very low, to darken her little bed as much as possible, and Baby is wheeled out-of-doors to the least windy nook available. If the day is at all cool the little one usually asks for no rolling, but settles herself at once to sleep. If she frets, a turn or two around the house will send her back to sleep again.

It has been nothing unusual for these out-of-door naps to be of four or five hours' duration. The present incumbent, Baby No. III, usually goes to bed in this way at 11.30 A. M., and sleeps until 3 or even 4 P. M., thus gaining for herself the best part of the day out-of-doors and for her mother time for morning calls, walking, shopping and so forth before our one o'clock dinner and for a siesta taken in company with Baby No. II after it.

When the baby is brought in, she is always ravenously hungry, but otherwise in the happiest frame of mind and as warm as toast. We are careful to remove her wraps gradually, so as not to chill her in this way. It is really easier to keep her warm out-of-doors than indoors.

I cannot claim that my children have been entirely without illnesses, but their colds have been almost nothing, and croup, pneumonia and other ills that have been foretold by anxious friends have never seemed to threaten in any way. We consider that the children are in a large measure fortified against colds by their life in the

open air, rather than rendered more liable to contract them.

We are regarded as extremely radical in our fresh-air ideas. The nurse is sometimes asked if the baby is ever taken in at night. Tender-hearted women clasp their hands and say: "Oh, that poor little baby! Will no one take it in?" But the babies like it and the fresh air and fur-robe system seems to agree with them. I love the out-door air myself, and without it can feel myself growing cross and nervous. If my babies are kept in for a whole day, I see the same effect in

them. I believe that many a pale, cross baby could be made over into a rosy and happy one by a judicious use of fresh air and fur robes. The two things go together. I heartily agree that to let the child be chilled would be the worst possible thing. But with sufficiently light and warm covering I find my babies sleeping out-of-doors successfully at any temperature we are liable to have in Missouri. The lowest temperature that I can say that I have tested is 14 degrees Fahrenheit.

ALICE LAMB UPDEGRAFF.

Columbia, Mo.

THE PROPERTY RIGHTS OF CHILDREN.

BY LAVINIA S. GOODWIN.



INSTINCTIVELY children have a lively sense of ownership, and with it are associated strong convictions of justice concerning the protection of their rights. If they overestimate the value of small possessions, according to their limited capacities, it is not certain that they fall so far below our plane as to merit reproof or ridicule.

A principle of equity existing in what possesses little or no intrinsic worth is as true, if not as momentous, as where it involves the cattle on a thousand hills, or the commerce of nations. How shall they weigh with our balance who have never been in our place, when we, who have occupied their place so often, fail to observe a just balance between child and child? The *meum et tuum* which is to govern future transactions and so largely determine character, germinates within

as a branch of the affections and a development of conscience.

From unweaned babyhood children are instructed and in effect put on honor not to "chide and fight" under any circumstances. The alternative, when abused, is an appeal to those who have the power, and presumably the disposition, to stand in their defence and administer justice. The warning "I'll tell my mother"—whimsical as it may sound to our ears—is childhood's equivalent to the running up of the Stars and Stripes by a United States ship molested in foreign waters, to signify that those on board her are not men without a country and government protection. To treat grievances of this class with indifference and contempt, or dismiss the parties with a common rebuke and a shake apiece, tends to dull the perception of equal rights, annul the teachings of peace, and turn the

attention of the aggrieved to the weapons of defence and offence with which nature has provided them.

It must be conceded that sometimes the parental problem of where to rest the blame and how to square a juvenile account, would tax the moral and political resources of a Secretary of State. I recall how a young daughter of a village magistrate locally famous for his judicious treatment of all questions, habitually brought her cases in equity before her father. One day she rushed indoors like a whirlwind, with passionately uttered complaint against certain mates who, with malice aforethought, had invaded her playhouse and taken possession. The squire, who stood waiting hat in hand, put back the flying curls of the little daughter and rendered a decision on the spot: "How dare they! They shall be punished as they deserve. We well know they can have no good time without you. Go and put on a pretty hat and your gloves, my dear, and drive with me. The carriage is coming around directly. I have only to make a call, then we will cross the new bridge and come back by the river road." It was a stroke of policy that carried with it lasting influence in reward and punishment. Sharp was the contrast between the delighted child who drove away at her father's side, and the conscious culprit slinking from observation, who ordinarily would have marshaled at the roadside to receive with self-respecting pride the smile of the honored villager.

I saw a very youthful teacher exercise ready tact in smoothing over a difficulty that had arisen between two of her pupils on account of a treasure

trove, nothing better than a pretty pebble from a brook by which the children were in the habit of playing during the noon recess. The claimants precipitated themselves before the little schoolma'am in graphic similitude of the women in King Solomon's time who each wanted to be constituted own mother to the baby. "I found it." "She snatched it." "I picked it up." "I saw it first." Such was the burden of evidence. "Suppose you draw lots for it," proposed the teacher, assuming a lively interest. She took from her desk two lead pencils of different length, and smilingly explained the rules that were to govern the drawing. The diversion caught on. Frowsy Nan, as she was nicknamed, ten years old and far from winning in appearance, won the game against eight-year-old Flora, a very trim and attractive child. Both accepted the result as sport, and yet as finally disposing of the case. Manifestly their disagreement had collapsed. "You may have it," was Nan's good-natured proffer to Flora, to which the latter responded: "No, thank you; it is yours and you are welcome to it." By mutual consent they bestowed the find on their teacher, and went forth to their play again with amicableness restored.

Not unfrequently the youngest of a family, by virtue of this fact, is privileged to seize the other children's toys and precious belongings—more to its own injury, even, than to theirs. I know an instance where a little vandal positively appears to have no purpose but to destroy and then to gloat over the tearful despair of the plundered brother and sisters, while they have

meted out to them the stereotyped scolding for making an ado about nothing, "and the baby, too—and Baby might die!" What ideas of property rights are these children likely to form, based on their individual experiences?

In a certain household where are three children between nine and five years, the second one treasures most carefully her portion of certain illustrated juvenile papers and magazines that fall to them from time to time, while those of the others are disfigured and torn to pieces regardlessly. Regularly the cry is heard, "Mamma, she's got some and we haven't," followed by a pronunciamiento on equal rights with the equality left out: "Jennie, you ought to be ashamed not to be willing to share with the others. You don't want to grow up a selfish girl, do

you?" First or last, with or without remonstrance, but always with a lump in her throat, Jennie submits to the inevitable redistribution. Wherefore two who are learning rules of life may amend for themselves a proverb, "Waste does not make want," while the third is forced to the conviction that there is no virtue in economy.

It is insisted upon that from the time an infant is able to recognize its cup and rattle, or from the date of birth and personal competency to own by gift or inheritance, his or her several properties are by unwritten deed conveyed, assigned and assured to his or her use and behoof; and those who by force or by favor of circumstances hold the same in trust are bound to respect and maintain "certain inalienable rights" of the coming man or woman.



NURSERY HELPS AND NOVELTIES.

Another Improvised Winter Carriage.

Now that winter is upon us it is time to think of some comfortable protection for Baby during his daily airings. The old-fashioned coach with its movable top and curtains gave this; not so the modern wicker carriage with its meager parasol.

When winter came after the arrival of my second boy, or rather before it came, I set my wits to work to devise some protection so that his daily airings could be continued even on very cold days when I would not be willing

to subject him to the discomfort of the wind.

I talked it over with his grandmother and together we decided upon a plan. Some double-faced canton flannel was purchased and a cover made from it for the parasol, each part reaching below the corresponding part of the parasol in a large scallop. One back and two side curtains were cut and fastened together and this combined curtain sewed securely to the parasol cover, so that the scalloped ends fell over it. All the

seams and the openings at top and back for the rod were bound with braid, and pieces of braid sewed to the bottom of the curtain to fasten it to the carriage. The whole contrivance can be lifted off with the rod and the parasol closed without removing it. Many a ride did my boy enjoy, the thick curtains keeping out the wind, and a warm fox-skin protecting his limbs. Several other babies enjoyed the covering, and when, after the arrival of number six, it was discarded as too faded and shabby looking, though still as serviceable as ever, I bought the same material in a pretty mixed grey, and had another made. Many a time last winter, as I trundled the carriage, with its precious load well protected from the cutting winds, I have seen people turn and look a second time at my covering, and often had it admired as a sensible addition to Baby's carriage.

AMY C. BYRD.

Media, Pa.

Dorothy's Gymnasium.

It is only a ladder nine feet long by eighteen inches wide, with the hardwood rounds six inches apart. This is placed at a safe angle against our dining-room wall, and the amount of fun and exercise our fast-growing four-year-old gets out of it makes it worth the annoyance of seeing that it spoils the looks of one corner of the pretty dining-room.

When Dorothy climbs the ladder on the outside it is an apple-tree, and she is picking its fruit. When she goes up the other side she is a monkey, and hangs by both hands, swing-

ing a little, then drops the few inches to the floor. I should add that there are only eleven rounds, so that a fall would not be a long one; and to make it still more safe the sofa is pushed against the foot of the ladder, making a soft place to break a possible fall. The joy with which not only our children, but the neighbor's children, hailed the "climb," has led me to write of it to *BABYHOOD*, hoping others may try and find it a good thing.

L. W. C.

Minneapolis, Minn.

A German Way of Washing Flannels.

A new cook has taught me an excellent and simple way of keeping flannels white, or restoring the color to those yellowed by washing.

Have an air-tight cupboard, or use for small articles a large dry goods box with cover. After washing and rinsing, hang the flannels on lines or bars stretched across the top of the box, and place in the bottom of box a saucer containing a handful of string coated with sulphur, which can be obtained here at any chemist's or drug-gist's and I presume also in America. The string must then be set on fire and the box closed. When thoroughly fumigated, the flannels may be taken out and hung in line. Two hours in the box made my oldest and yellowest flannels look like new, and the smell of sulphur disappears at once.

This treatment is not necessary every week, and the cook from whom I have it says it should not be done too often.

E. H. E. K.

Brandenburg, Germany.

THE MOTHERS' PARLIAMENT.

—Readers of *BABYHOOD* will be interested in the account given of a little girl, in one of the recent numbers of *Nature*, by her father, Mr. S. S. Buckman, of Cheltenham. It seems that the child never crawled, but always progressed on all-fours; and the accompanying drawing from a photograph, taken instantaneously when she was ten months old, shows her mode of travel to and fro on the garden path. The interesting thing about it is this: that the gait is front and back legs on opposite sides, like a dog or a cat, not on the same side, like a camel—a result which the evolutionist would have predicted; though of course, says Mr. Buckman, we show a relic of the same habit in

fashion—it used the left hand and the right foot for the forward step, rested itself on the shank of the left leg tucked under its body, and this it used as a foot to bring forward its body for the next step. Sometimes this developed into a three-step mode of progression.

Mr Buckman thinks that the bandaging, swaddling, carrying and wheeling about, which the civilized infant has suffered for many generations, no doubt partly accounts for the rarity of the quadrupedal mode of progression, by having hindered development of muscularity. The quadrupedal mode of progression, in his opinion, indicates greater strength than the ordinary knee-crawl. It would be interesting to learn whether any American cousins of this independent British maiden have been observed to walk in her footsteps.—X. Y.



walking, by swinging the arm on the opposite, and not on the same, side as the leg. In this drawing, too, the heel and toe action of the hind limbs is instructive.

One of Mr. Buckman's children, in addition to the ordinary crawl, used to progress in a sort of three-legged

Mother, Father
and Baby.

—At a farm house in the mountains I saw, last summer, the little baby of whom I am now writing. He was less than ten months old when I first met him and had barely reached that age when he left the house, but he was a wonderful baby, of whom I learned so much that I have ever since wanted *BABYHOOD* to know about him.

His mother was a fine-looking English woman in delicate health, so she and the only child were spending some weeks on the farm. Baby was well, and so remarkably good and happy he attracted the attention and won the affection of everybody. He

had his seat at the end of the table facing the door, and each boarder on entering was greeted with a smile which grew to be a laugh, accompanied by a jumping motion, if rewarded by an answering smile and a pleasant word. All through the meal-time he would crow and chuckle and murmur to himself, perfectly contented. Sometimes his mother found it convenient to lay him on the floor, whereupon his contentment and happiness overflowed. He would kick and roll about, pull at his feet or the chairs near him, and crow until every one in the room sympathized with his evident happiness. He never cried, except when he fell out of bed or suffered pain caused by his teeth. Experienced parents of both sexes pronounced him a wonderful child, and one said, "No wonder he is such a good baby, he has a remarkably affectionate mother." In four or five weeks he had not been known to "show temper," and his mother was asked if he ever did so. She replied that she had seen it, but very seldom.

Finally, the father came to spend a week, intending to take his wife and baby back to the city with him. Baby was moved closer to his mother at the table, and the dishes to be used by the father were put at the end of the table. These were within Baby's reach, and proved very attractive. One by one they were grasped in his tiny fingers, but promptly taken from him and placed at a greater distance. Then the little thumb and finger pinched up a bit of the table cloth and drew it towards him,—another pinch, and then another, until at last the coveted

articles were again within reach. They were again removed and the cloth straightened out in a manner which convinced Baby his efforts were to be in vain. He evidently felt called upon to protest, which he did so vigorously as to astonish the natives. It seemed impossible that so small a body could hold so much, and no one doubted his ability to "show temper" after that. He was taken from his chair and put on the floor, when his crying instantly ceased and he became the same happy, laughing boy he had been before.

After that, as soon as he began to misbehave he was put on the floor and always with the same result. "Aha! Aha!" said his father, "the little rascal likes to be down there. It is no punishment at all."

Query: Is it necessary or desirable to make a child unhappy by punishment?—*S. R. W., New York.*

—I wonder whether

Memory in Early Childhood. parents always remember that they are surrounded by little creatures whose memories are sometimes almost preternatural. Long after we have left this world, our present undisciplined words and acts, which we, perhaps, forget an hour afterwards, may remain as a most painful memory to our children, who wish only to have the pleasantest and sweetest memories of us.

I think few of us have the slightest idea of the early age at which our children begin to retain indelible impressions. I imagine that Burns's famous saying, "A child's amang you taking notes" is literally applicable to real children. He himself was

the "child" referred to, who would "prent" the said notes, but although few of our real children will, as some do in later life, *print* their early impressions, yet they are nevertheless indelibly photographed on the little brains, and often at a far earlier age than we are aware of. I was literally startled lately at an instance of this fact. My own son, speaking of his own babyhood, remarked, quite as a matter of course, that he remembered seeing me hang black draperies on the piazza, and hearing me say that it was for Garfield. Now, my boy was born in April, 1880, and President Garfield died in the early Autumn (in September, I think) of the following year, and consequently the child could not have been more than seventeen, or at most, eighteen months old, when my unaccustomed act made this indelible impression upon his baby brain. It seems absolutely incredible, but I can vouch for the truthfulness of my son, who also gives me the clearest accounts of little unimportant, but well-remembered incidents, of a month's visit to Boston in the following December—for instance, how he would fall down in the street on purpose in order to be carried. This agrees exactly with the fact that, as we could not take his carriage to the hotel where we were staying, he had his first experience of walking in the street, so that the reminiscence is evidently a correct one, as well as others during the same visit. Yet, he was anything but a precocious baby, being so backward in talking as to appear rather the opposite, but this small creature, speaking but a few intelligible words, who was carried about like a baby, and in every way

treated like one, was all the time observing everything around him, and "taking notes" exactly like his elders. There is something almost appalling in the thought! How little we consider these small close observers, whom we treat as if they observed nothing and would remember nothing.

It might be interesting to hear from other readers of *BABYHOOD* whether the above instance of memory is exceptional. Children generally do not mention their early memories unless questioned about them, and also it is difficult to decide at what exact period a remembered event occurred. In the case of my own boy, I can do this in several instances. The death of Garfield is of course a fixed date, and one or two little incidents were remembered as occurring in a house which we left when our baby was twenty months old. For instance, he remembers watching the cook picking something in the garden, he being on the piazza. That must have been during the summer. Then the remembrance of making her carry him in Boston streets occurred at the time mentioned, because it was only during that especial month that the cook acted as his nurse.—C.

Babyhood's
Missionary Work.

—I heartily agree with "A Grateful Reader," in the December *BABYHOOD*. There is not a physician in the country but finds himself impeded in his work by the meddlesomeness of irresponsible advisers. It is difficult to overestimate the mischief done by officious acquaintances who stand ready to say what they would do in this or that

emergency. And for that very reason it is impossible to overestimate the good done by a journal like *BABYHOOD*. It ought to be in the hands of every young mother in the land, and the suggestion that well-to-do readers may do missionary work by subscribing for the benefit of some poor mother is an excellent one.—*A Country Physician*.

A Warning.	—It	ems high
Against	time that someone	
Cream Cakes.	should speak a	

warning word to mothers about giving to their children those cream preparations, such as cakes, cream pies, etc., made by bakers and confectioners. The cream with which they are filled is really a thickened custard, which, simple as it is, has nevertheless, a singular power of producing the most violent illness under certain conditions.

I have heard two reasons for this given. One is, that, when the mixture is a little stale, some peculiar chemical change takes place which makes it absolutely poisonous. The other reason given is, that it is cooked in a copper utensil which has been allowed to collect verdigris. Perhaps both these statements of the cause of the danger are true in different cases, and, at any rate, there is no sort of doubt of the danger. I have occasionally read in the papers of this especial form of poisoning, but supposed it was too uncommon to make it dangerous to eat an occasional cream cake. The following experience however showed me that I was mistaken: In my household of four members two of us lately ate each an apparently

fresh cream cake at luncheon. Toward evening we two were taken violently ill with incessant diarrhoea and vomiting, while the other two, who had not eaten cream cakes, remained perfectly well. The symptoms passed off in about three hours, leaving an intense thirst all night, and in one of us producing a state of tenderness and pain in the bowels which is giving trouble more than two weeks after the illness. We no sooner spoke to our neighbors about our experience than we found that nearly every one to whom we mentioned it had had precisely the same experience, so that within a short distance of each other there have been five families who, at different times, have been made violently ill by eating cream cakes made at five different establishments. In one case every member having eaten the same was poisoned in the same way. It is quite evident that this is no uncommon experience, and with children it might easily be a fatal one. Among the eleven people referred to who have been poisoned in this immediate neighborhood, seven of us were grown men and women, and the same amount of poison taken into the stomach of a child might well have a more serious effect than upon an adult. Indeed I have read of fatal consequences in such cases. Those who want to eat cream cakes would better buy them unfilled, and make the custard at home. The following receipt is given for it in a good cookbook.

“One cup flour, 2 cups sugar, 1 quart milk, 2 eggs. Beat flour, sugar and eggs together, and stir into the boiling milk. Season with vanilla.”

—*A. P. C., Boston*.

CURRENT TOPICS.

American Life and Physical Deterioration.

It may not be denied that every girl or woman has the right to remain single if she so elect. It is equally apparent that if she chooses she may devote all her strength to mental effort. It, therefore, follows that could we know beforehand that a girl would refuse to marry, we could be certain that we were right in placing extreme mental strains on her. Unfortunately, no one may decide such a thing for another, and neither the parents nor the community have a right to assume that such a decision will be

arrived at. As the community can only exist by the continued birth of children, it is plain that any treatment by it of the girls which will incapacitate them to perform their natural functions is, to the last degree, suicidal. While the parents would naturally prefer that their daughters should be healthy and strong, they have not the same interest in that health and strength as the community, for their existence does not depend thereon. So far as the strains placed on the girls in the schools are to be considered, these are, under our

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system of public schools, regulated by the community. If, then, I am right in ascribing chiefly to these strains that physical exhaustion of the young women which is showing itself in the birth rate, we have before us the extraordinary spectacle of the community making war on itself.

There is another aspect of the question which was very forcibly brought to my attention in a conversation in which one of the speakers was a gentleman of very great wealth whose

only son is engaged to a German girl. One of those present said laughingly that the prospective bridegroom had shown a lack of patriotism in his choice, and that America contributed more than her fair share to the support of foreigners in the marriages of her girls. "I should like to have more than one grandchild, for there is money enough, and I do not want my son to bear the sorrow I have borne. It means a good deal to a man to be forced to watch the person

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are loved by everybody. Good nature in children is rare, unless they are healthy. Those raised on the

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who is dearest to him a hopeless invalid," was the answer. I could not help noticing the quick look of sympathy on the faces of half the men there.

While no one can respect or sympathize with this sorrow more than the physician, to no one does the scientific significance of the first part of the speech more forcibly appeal. If there be any truth shown by the history of the development of the human race—of any animal race for that

matter—it is that the members of that race will not permit those causes to exist which threaten its continuance. One sex is as much interested as the other in the result, but the desire for offspring is stronger in the male than in the female. It follows, therefore, that if the system of education prevents American women having children, and if the influence of those women is strong enough to put a stop to any change in that system, or if those women refuse to be mothers,

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American men will, so far as they can, marry girls of other races. Nothing would be easier than to place a construction on this which would make it ridiculous, because the racial movement, of which it would be the expression, would be an exceptionally slow one and would be modified by a thousand influences. I do not mean, then, that there would be another "Rape of the Sabines," or that the young men of America would assemble in crowds to meet the emigrant ships, even as the men of Louisiana assembled to meet the ships from France. I do mean that in time there would gradually permeate through the minds of men the understanding that health was a requisite in the women they would make their wives, and that this would

probably show itself in health having that attraction for men which beauty now has. Healthy girls, girls with stamina, would then have the same advantages over their less fortunate sisters that is now possessed by the pretty girls over those that are ugly. Ultimately, therefore, the remedy for the evil lies in the hands of the men.

It is not, however, in the least degree probable that the remedy must be found there. The women of America are not fools, and it is impossible that they should not see to what end the causes at work are now tending. More than this, they are the proper persons to move in the matter, for they are the greatest sufferers.—*Dr. Cyrus Edson, in the North American Review.*

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FURTHER LIGHT ON THE NEW CURE FOR DIPHTHERIA.

BY LEROY M. YALE, M. D.

N the December number we spoke somewhat at length concerning the new anti-toxine treatment of diphtheria. Since then the intelligence coming to hand is of less striking novelty, as the treatment has now entered the stage of criticism and more conservative investigation. Distinct antagonism we have not yet noticed. It is to be regretted that there are already rival anti-toxines and anti-toxine makers who seem to regard each other with feelings which can hardly be considered less than animosity. The remedy (for, after all, the various propositions are essentially the same in character, while varying in strength and in methods of preparation), has been somewhat used in America, chiefly in the large cities, and the preparation has already been begun here by competent bacteriologists; and if the remedy continues to hold its own in professional esteem the supply will soon be adequate.

It is evident that the anti-toxine, to be fit for use, should not only be precisely what it is intended to be, but

that the user should know its strength in order to properly adjust the dose to the patient, so that this shall neither be dangerous nor inefficacious. The principal preparers in Germany are well known, as well as the proper doses of their preparations. But the commercial temptation to put upon the market worthless or dangerous preparations or those of unknown value is considerable, and the Board of Health of New York City has wisely made an order requiring all anti-toxine offered for sale to be so labeled that the name of the maker and its strength may be known. The number of cases in which the remedy has been used, reported chiefly from abroad, has rapidly grown and now includes, we think, upwards of two thousand. The death rate reported is still a very material improvement upon that formerly obtained—in cases believed to be comparable in severity, character and circumstances—from other plans of treatment.

The value of the anti-toxine in giving immunity, at least temporarily, to those exposed to diphtheria

is also real and considerable. The only published injurious effects from its use which we have noticed have been, in a few cases, rashes sometimes attended with considerable itching. These, however, seem to be exceptional, and even if common would be of small moment compared with

the claimed advantages if they shall prove to be well-grounded. At the present writing it seems probable that the anti-toxine will be—all allowances being made for overstatement—a distinct and valuable aid in the treatment of one of the most terrible scourges of childhood.



COUGHS AND COLDS IN THE YOUNG.

BY CHARLES G. KERLEY, M. D.

Assistant Attending Physician, Babies' Hospital; Instructor in Diseases of Children, N. Y. Polyclinic.



COUGH, as ordinarily met with in the infant or in the young child, is due in the vast majority of cases to disease of some portion of the respiratory tract. It may be due to an inflammation of the pharynx or pharyngitis, an inflammation of the larynx or laryngitis, or to an inflammation of the bronchial tubes—a bronchitis. The coughs that are attendant upon diseases of the lung and pleura come necessarily under the care of a physician and can be dismissed without further comment.

There never was, in my opinion, a cough due to dentition. I have had under observation over one thousand children while they were undergoing the teething process, and have never known a cough which the most fertile imagination could attribute to this supposed cause. Concerning the

stomach cough in children, of which every physician hears so much, I have absolutely no faith in it, for the simple reason that upon thorough examination and observation of supposed cases, a more rational cause has been found. I have never known worms to cause a cough.

To diseases of the naso-pharyngeal, laryngeal, tracheal and bronchial passages are due fully nineteen-twentieths of the coughs of infancy and childhood. These will be considered almost exclusively.

Causes.

The initial cause of inflammation affecting these structures is, in an immense majority of the cases, the taking of cold, and in the taking of cold an impression is made upon the nervous system usually through the action of cold air on the skin, between which and the lining of the respiratory

tract there seems to be an intimate connection. A shock is sustained which acts reflexly upon the mucous surface and is followed by disease of the structure. One of the easiest and as I believe the most frequent way of bringing this about in the child, is an insufficient protection for its head. The dressing of most infants for their daily outing is carried on in a warm room, at a temperature from 72 degrees to 80 degrees Fahrenheit, or more. The child is wrapped in seasonable coats, blankets, and leggings, as is eminently proper. The room is warm, and in all probability the child begins to perspire, but the dressing is not quite completed; on the head is placed something artistically decorated, an airy structure, which is, I suppose, quite pretty, but which furnishes little protection to the almost bald little head. The result is a cold, and how the baby caught it is a wonder in the family.

I have known a great many infants to become ill in this way, and will cite just one case. A ten weeks' old infant, an inmate of the New York Infant Asylum, was carried one afternoon in midwinter from one cottage to another, a distance of forty feet, with only a shawl thrown loosely over its head. In two hours the child had fever, dyspnoea, and a croupy cough; in short, a severe attack of croup. In three hours, intubation (the introduction of a tube in the larynx) was performed, as breathing was almost impossible, and would shortly have ceased without operative procedures. The idea is quite general that a child's head must be kept cool, and this gives rise to carelessness in keeping it proper-

ly covered. The head should receive as much attention in this respect as other portions of the body. The kicking off of the bed covering is another quite frequent cause. Taking the child from a warm room through a cold hall or passage way is sometimes a cause, as is holding the babe for a second by the open window. Allowing the child to sit on the floor during the cold weather is not a good custom.

Many of the colds of infants are attributed to the bath. I have never known bathing to cause illness, if it had been regularly and properly done. In the delicate, in the rachitic, and in those who have whooping cough, there is a marked predisposition to bronchitis; in fact, it is almost always present in a mild degree in every case of whooping cough; and in the rachitic the disease may be easily brought on by the slightest exposure, so that children so affected should be carefully guarded against sudden changes in the weather and no risks run in exposure.

Symptoms.

The location of the disease of the respiratory tract can often be accurately determined by the character of the cough, as pain can often be located from the nature of the cry. When cold is first taken, it will ordinarily manifest itself by a coryza or snuffles, and cough. The cough that accompanies this condition is due to the pharyngitis which is always present, and is short, sharp and teasing in character; each cough distinct, separate and unsatisfactory, and in severe cases the patient does not appear to know when he has finished coughing.

The hoarse, barking, rasping cough means laryngeal involvement. This is the so-called croupy cough, and is always worse in the afternoon and evening. The cough of a typical case of bronchitis is softer than either of the above; the "coughs" are not as distinct in themselves, but appear to be connected, to run together, one being a part of the other.

Many times all three varieties may be successively noticed in the same patient. As mentioned above, the first sign is the snuffles, especially in the very young; this, as a rule, is not noticed, or no attention is paid to it; with the onset of the coryza the pharynx is simultaneously involved, and the child coughs. In addition to the cough, the patient does not take its nourishment as well as usual; where it formerly took the milk warm, if bottle-fed, it now prefers that it be cool, and is satisfied with a lesser amount. There is pain upon swallowing, and this will be complained of in older children. Inspection of the throat will show the pharynx congested, the tonsils and pillars also show signs of inflammation, and in a great many cases the tonsils will be slightly enlarged; from here the inflammation passes to the larynx, giving rise to hoarseness and the croupy cough, and from here it descends to the bronchial tubes. The whole process, the descent of the inflammation from the nose to the bronchi may require but one day or even a shorter time; as a rule, however, two or three days intervene before the bronchi are affected.

Complications.

Not all of the so-called colds, by

any means, run this typical course; the younger the child the more apt is it to be the case. In some, particularly those over two years of age, the nose and pharynx will alone be affected. In others, the larynx is primarily involved, and the trouble extends no farther. In a small number disease begins in the bronchi, the other parts remaining healthy. In a very few the whole respiratory tract is involved at once.

The cough which accompanies chronic or sub-acute pharyngitis, or chronic sore throat, as it is commonly called, is, according to my experience, the most difficult to relieve. I have known young infants to cough hard for weeks, and the only assignable cause was the pharyngeal disease. In some of these cases, the cough was so severe that they were diagnosticated by competent physicians and nurses as whooping cough, and were quarantined in whooping-cough wards.

Later on, usually after two or three weeks, when the real whooping cough developed, we knew that we were the cause of it. This affection, chronic pharyngitis, or chronic sore throat, is most frequently seen in the spring of the year in ill-conditioned children who have been closely housed during the winter. The cough, of course, is troublesome, but is serious only to the degree that it disturbs the rest and comfort of the child. The chief source of danger is in the possible extension of the inflammation through the Eustachian tube to the ear, producing middle ear disease.

When the larynx is involved, we think of croup and its distressing symptoms. Bronchial tube involve-

ment means bronchitis, and in bronchitis we have one of the most serious illnesses of childhood. They are the neglected and badly managed cases of bronchitis which develop into bronchopneumonia, forty per cent. of the cases proving fatal, as seen in hospital practice.

The reason bronchitis is so serious a disease in the infant is because the parts that form the chest structure are in an undeveloped state. The ribs are soft, the muscles weak. The lung tissue and the bronchial tubes do not correspond to those of the adult until the fifth year is reached. The young infant cannot expectorate. In the strong, the secretion in the bronchi is partially coughed up into the mouth, and swallowed. In severe cases, and in the weakly, especially when the secretion is thick and tenacious, it is apt to be drawn deeper and deeper into the lung, plugging the smaller tubes and interfering with the entrance of air; the cells collapse, the bacteria multiply rapidly in the retained secretion, and pneumonia results. Temperature of a mild degree accompanies these affections, and will be found to reach a higher point in bronchitis than when the other parts are involved; but the temperature in an uncomplicated case of bronchitis is never high enough to require treatment.

The so-called nervous cough which comes on when the child is put to bed, or is awakened suddenly by a severe coughing paroxysm, has been attributed to nearly everything, from cold feet to meningitis. Nearly every case of this nature will be found due either to an elongated uvula, to a

chronic pharyngitis, usually with enlarged tonsils, or to adenoid growths in the naso-pharyngeal vault. The duration of a well-managed case of uncomplicated bronchitis, in a fairly healthy child varies from five to fifteen days.

Prevention and Treatment.

Prophylaxis, or the prevention of colds, will engage our attention chiefly.

The living room should be well lighted, and kept at a temperature of from 70 to 72 degrees, F. Sudden changes in the temperature are to be avoided. It is a good scheme, where possible, to have two living rooms for the child, rooms which are not occupied for over six hours at a time during the day, thus giving abundance of time for ventilation. The daily bath is, of course, absolutely necessary, and should be given in water at a temperature of 85 to 90 degrees, to which a handful of salt has been added. The only criticism which can be made upon the present mode of dress is that referring to the head covering. It is my custom to examine this article of clothing, and if it is found insufficient I advise the mother to line it with medium weight flannel. Every healthy infant over three months of age should be taken out of doors every pleasant day, during the cold weather. Adults, and run-about children with coryza and colds, should not come in close contact with the very young, as there is undoubtedly an element of contagion in these cases, due, of course, to germ infection. How often we hear it remarked that the whole family are suffering from colds, or that "the cold seems to be going the rounds of the family." The delicate nasal mu-

cous membrane of the infant furnishes a ready soil for germ infection and development, even when in an ordinarily healthy condition. Hajek, a German scientist, claims to have discovered a germ which he calls the *Diplococcus Coryza*, and states that it is always present at the onset of the attack.

It is not a good practice to make one handkerchief do service for all the little noses in the family, or even for one big nose and one little nose. By this means, influenza, or a simple coryza may be readily transmitted from one to the other, from the strong to the delicate. Every baby should have his own handkerchief. Whenever there is a coryza, snuffles, cold in the head, call it what we may, there is always an accompanying inflammation of the parts commonly called the throat. Bacteria, which are always present in the infant's mouth, are now known to be greatly increased in number and variety. The theory has been advocated that bronchitis may be due to the aspiration into the lungs of the bacteria-laden secretion of the mouth, where, owing to the inability of the child to expectorate, it decomposes. Bacteria are then produced in immense numbers, and these in turn cause the pneumonia.

That bronchitis is ever brought about in this way is extremely doubtful, but it calls to mind the mouth toilet, which is a most important item in the care of the young. The baby's mouth, whether sick or well, should be washed at least twice a day with a saturated solution of boracic acid. If

this is carefully carried out, extension of inflammation affecting the parts may be avoided.

With the onset of the coryza, a dose of castor oil is always of benefit. When the nose becomes so filled up that breathing and nursing are made difficult, and sleep interfered with, a small amount of alboline may be introduced, and will often give relief. With the onset of a sharp attack of croup, give one teaspoonful of ipecac and send for the doctor; if the vomiting does not take place in a few moments, repeat the ipecac. In the milder cases, when the voice is hoarse, and there is a croupy cough, 15 drops of the syrup of ipecac every fifteen minutes until vomiting occurs will be of considerable service.

In bronchitis, one of the effective means of treatment employed is counter-irritation to the chest. This may be accomplished by the use of camphorated oil, turpentine and vaseline or mustard. Whichever is selected should be applied two or three times a day in such a way as to make the chest thoroughly red. The use of sprays, plain and medicated, is of the greatest service in the severe cases. I have but a few words to say about the sweet, more or less nauseous, cough mixtures: don't give them. The majority of these preparations contain opium and are not to be thought of.

These few hints regarding treatment are not by any means supposed to cover the management of the diseases referred to, as the writer holds that if an infant is ill enough to be treated at all, it is ill enough to require a physician's care.

NURSERY MENUS.

One of the greatest difficulties experienced in the nursery is the providing of sufficiently varied menus. Taking it for granted that those in charge of children understand thoroughly the principles of dietetics, there is still a great deal of study required for the selection of wholesome combinations of food. The following illustrative menus are given that they may assist in this direction, with whatever suggestion they may carry. They embody one week's diet for an average child of five. A little judgment and intelligent consideration can carry still farther the principles involved.

Sunday.

Breakfast.—One ripe apple, pared and quartered. Two or three tablespoonfuls of well cooked and well selected oatmeal, with half a cup of sweet cream, and salt or sugar, as preferred, according to the taste and condition of the child, using very little of either. A glass of warm milk. Bread and good butter.

Dinner.—From twelve to one o'clock. Half a cup of beef broth. Bread and butter. One lamb chop, lightly broiled, and cut in small pieces; or a piece of roast beef or mutton, with dish gravy. One quickly baked potato, broken with a fork, eaten with salt. Two tablespoonfuls of boiled spinach, mashed through a purée sieve. A few dates and a ladyfinger for dessert.

Supper.—Five to five thirty o'clock. Milk toast; one half pint of hot milk seasoned with salt, sugar and butter, for three or four pieces of toast. A few stewed figs. Bread and butter if wanted.

Monday.

Breakfast.—Breakfast hominy and cream. Bread and butter. A sweet orange. A glass of warm cocoa, half milk.

Dinner.—One-half cup of mutton broth. Broiled, finely chopped steak, one large spoonful, or one lamb chop, lightly broiled. Boiled rice, as much as wanted. Stewed celery with drawn butter. Gelatine, flavored with chocolate or vanilla, for dessert.

Supper.—Saltine crackers, broken in hot milk. Bread and butter. Stewed prunes.

Tuesday.

Breakfast.—One tablespoonful of cracked wheat and cream. One poached egg, lightly done. Brown bread and butter. A few dates or an apple.

Dinner.—Half cup of beef broth, made from some of the chopped steak and celery bits of the day before. A slice of roast beef with dish gravy. Macaroni, boiled in salted water, milk to be added for sauce. If meat is not available, more macaroni may be used, as it supplies the place of meat and cereals. Two tablespoonfuls of stewed tomatoes, stewed long enough to be put through a colander. Orange float for dessert (soft cup custard poured over oranges that have been carefully freed from pith).

Supper.—Bread, butter and milk to drink, stewed apples, flavored with cinnamon or orange.

Wednesday.

Breakfast.—Oatmeal and cream. Dry toast, with cold, not melted butter. A little stewed potato. An orange. A glass of milk.

Dinner.—Half a cup of chicken soup. One broiled lamb chop. Bread and butter. One baked sweet potato. Stewed onions with cream sauce. Plain or apple tapioca pudding.

Supper.—Sweet buns or plain rolls, broken up in hot milk, with a light sprinkling of salt or sugar, as preferred. A dish of stewed prunes, or a glass of prune juice.

Thursday.

Breakfast.—Two tablespoonfuls of hominy and cream (half a cup.) One scrambled egg, with bread and butter. One apple. Glass of milk.

Dinner.—One cup of beef broth. Bread and butter. Spaghetti and milk, in place of meat and cereal, a supplementary dessert being given, as for instance, rice pudding. Stewed celery. Small saucer of rice pudding.

Supper.—Bread, butter and molasses, with as much milk as is wanted.

Friday.

Breakfast. A saucer of boiled rice, with cream and salt. Bread and butter. A bit of crisp breakfast bacon. An orange.

Dinner.—One cup of beef broth seasoned with celery broth of the day before. Well broiled, boiled or baked fish having white meat. Baked white potato. One tablespoonful of stewed cauliflower with cream sauce. One egg cup custard, flavored with cinnamon.

Supper.—Zwieback, stewed figs, bread, butter and milk *ad libitum*.

Saturday.

Breakfast.—Cracked wheat and cream. Glass of milk, or a soft boiled egg, lightly boiled. Bread and butter and a few figs or dates, or for a younger child, an orange.

Dinner.—Half a cup of mutton broth. A tablespoonful of the white meat of chicken or a tender wing. Small saucer of apple sauce. Macaroni. Bread and butter. A coffee cup of junket, made with essence of pepsine (Fairchild's), and one or two lady fingers, or a sweet bun, one day old.

Supper.—Bread, butter, and honey. milk and a small piece of one-day-old Moravian cake, made according to recipe previously given.

The above menus may be interchanged to suit the general house supply, and all that is needed to give still further variety with the foods allowed, is to study the proportions of the cereals, starches, broths, meats,

juicy vegetables, fats and fruits in their relations to the menus given and to regulate the quantities according to the age and condition of the child. It will be noticed that quantities are indicated where certain foods are to be limited at each meal, leaving the others to be given according to the appetite of the child.

With but few exceptions (tomatoes, bacon, figs and dates), the articles mentioned may be used for children from three years up, but the amounts given will be found to be more than is required for that age, as they are sufficient for a hungry child of five.

LOUISE E. HOGAN.



WHAT'S IN A NAME FOR BABY?



SOMETHING at any rate!

More than one little soul has been favored or disliked for its name.

Sometimes we like or dislike a name merely "because." Again we like or dislike a name because of association. We are often troubled by the entire inappropriateness of a name.

More than once we have been shocked to find an innocent little one named for someone we do not approve of. We hear of an anarchist's son who bears the name of "Guiteau." This misfortune sometimes occurs because someone has proved unworthy of his namesake after the name is given.

We recall one instance where Baby-boy was named and called in full after the compound fashion, now in vogue, for a certain popular and brilliant bank cashier—Baby's father's friend. The bank cashier absconded finally, and descended from the ranks of aristocratic criminals to that of a plebeian house-breaker—his name became familiar in criminal annals—and the penitentiary finally found him within its walls. The ex-cashier convict unfortunately bore no common name like "John" or "Sam," but was named "Fleetwood Beverley" and the little boy was called "Fleetwood Beverley Smith" in full. (The names here given are of course fictitious.)

There is a law in the United States

mint that no man's portrait shall appear upon the United States money until after he is dead. Many persons protest that for the same reason you should never name a child for any one until after he or she is dead, so that you may be sure he or she for whom the little one is named will not disgrace himself. But this idea may work both ways. How many "George Washington's" are disgracing themselves to-day? Who can be sure that his darling will not disgrace himself? This is, perhaps, being a little too foresighted. But it is just as well for young and ardent parents to give the matter a thought.

Family names seem on the whole the most sensible line to follow, but of course there may be many reasons for not following it. Sensible names, like economy, common-sense shoes, and healthy (instead of delicate) young ladies, good appetites (instead of "daintiness"), are the fad just now. "Mary," "Margaret," "Elizabeth," and "Katherine" have taken the place of "Pearl," "Birdie," "Puss," "Kitty," "Pink," "Daisy," "Rose" and "Lily." Some of these latter are still pretty for the toddlekins—but "Margaret" and "Elizabeth" are safer for the future when baby-girl is a dignified, portly grandma instead of a lily, or an emaciated yellow old maid instead of a pink.

There is often a romance in a name. One little girl who chanced to arrive upon this mundane sphere before she was expected, and was born in an emigrant wagon on top of the Sierra Nevada mountains (although these particular emigrants were well off, being accompanied by one of the first

droves of horses going to California), was named "Sierra Nevada." This was a decidedly pretty name, however, soft and low in quality, and its nick-name "Era" also pretty. This is decidedly better than the selection made by a colored woman who named her baby "Ohio Flood," because it was born in a skiff on the Ohio River during the floods.

There is a gentleman in Washington who bears a singular name, and a family name at that, "Return Jonathan." When his grandfather proposed to his grandmother, she at first refused the suitor, but presently relented and went to the door and called after the rejected lover "return Jonathan." He said these were the sweetest words he ever heard, so he named his eldest son "Return Jonathan."

An unfortunate little girl, whose father's surname was Easterday, chanced to be born on Easter, so they dubbed the poor little miss "Easter Easterday."

A little girl who was named "James" for her father, who died before she was born, took the matter in a very melancholy way. "My name is James, but I'm not a boy," she used to say when asked her name. She once heard her elders discussing deformed people, and she said to her mother, most seriously, "Mamma, I'm deformed in only *one* way." "How's that?" said mamma. "My name's deformed," returned the little girl. The poor little miss had been teased by the unmerciful boys until even mamma regretted that her devotion to the lost husband of her youth had led her to afflict her own little girl in this world already too full of affliction.

We will not suggest names, the dictionary can do that, or fond mamma can provide herself as follows with a little suggestion book: Get a pretty blank-book, not too large, and cover it with silk or linen embroidered prettily or decorated daintily in some way—baby faces or figures are pretty. Forget-me-nots are a babyish flower. Attach a lead pencil by a ribbon to the book. Letter across the first page "What shall we name the baby?" When friends and relations come to call upon the brand-new baby ask them to write their choice of names in the book. Family names and fanciful names may figure in the book, and then mamma may perchance "feel the family pulse" on the matter.

One crabbed old maid aunt wrote her own name when thus called upon. As she had a long pocket-book, a pretty name—and a distinguished one—and as Baby was poor, Baby was "sold to the highest bidder," so to speak. And it didn't hurt her infantile majesty in the least! And we have to look after the bread and butter in this world, alas! Well, the little miss baby was presented with a house and lot forthwith by the old maid aunt, which brings in fifty dollars per month for her babyship above all expenses. This little girl will not have to marry for a home.

As we said before, we do not propose to recommend names for the baby, but by way of suggestion we will remark merely that we do not propose to name *our* little ones anything extraordinary like "Ever-Faithful" or "Xenophon Xerxes Zacharia Smith." Neither do we propose to "insist on a romance or meaning in a name," if it

leads on to departures which resemble the Indian method of naming the papoose for that nearest at hand, be it "Rain-in-the-face," or "Stick-in-the-mud." And we're not going to dub our progeny "Queeny," "Count," "Prince," "Earl" or "Algy."

By way of drawing attention to the absurdity of names, we recount the following: There was once upon a time a little girl named "Iva Love;" "I've a love" was twitted the little one forever.

A little boy bears his mother's maiden name of "Very" and as his father is Mr. Sweet, he is "Very Sweet." Another little boy, whose mother, when a young lady, was Miss Sharp, married Mr. Needles, and they seemed to think themselves quite brilliant when they christened their little son "Sharp Needles" for the rest of his days. Another parent in search of a name, stopped at "Blanche Black." A third couple of brilliant parents, Mr. and Mrs. Lily, must needs afflict their little girl with "Rose Daisy Lily."

There is less excuse for these parents than for the poor old slave woman who was impressed with the euphony of hartshorn and ammonia, spelled to her, on the bottles in her mistress' medicine closet, and forthwith named her twins "Hartshorn" and "Ammonia."

The sad, true story of Gov. Hogg, of Texas, who named his son "Isa Hogg," and his little girls "Ima" and "Ura Hogg," is very well known. And this heartless parent (for there is no soul to such names) reminds us of a humorous father whose eldest child, a little boy, was named "Moore" (his wife's maiden name) and who insisted on naming

the second baby, when it was born, "Enough."

Remember, fond parents, when you choose your baby's name, it will not always be the dear little dimpled

darling you cuddle so fondly in your arms. He may be a president, and she may be the most strong-minded woman of her time.

ANONYMOUS.



NURSERY PROBLEMS.

The Effects of Tea on Children; the Causes and Treatment of Typhoid Fever.

To the Editor of BABYHOOD:

Our three children, aged respectively eight and a half, six and a half, and three and a half years, were laid down with typhoid fever early in July, and we were not able to take them to the usual seaside place (Lower St. Lawrence) until the 1st of August. They seem to have quite recovered, at least they appear so to me, but my wife thinks the two girls, the eldest and youngest, have not regained altogether their former strength or color; and she thinks the eldest one, who has just lately commenced to go to school, shows more or less rings under her eyes, and is otherwise not quite herself. I think her growing too fast at her age, as she is a head taller than most girls of her age, her mother being an exceptionally tall woman, and her father rather above the average.

(1.) Now the point I want especially to ask is, do you think that a teaspoonful, or two teaspoonfuls of tea, as it would appear in an ordinary grown-up person's cup, put into these children's hot water and milk, would interfere at all with their health? The children do not care to take this drink of hot water and milk alone, and if they

get the slightest coloring of tea or coffee, they seem to relish it—more, I think, from the idea that they are getting something that others are having than from anything else. Their mother thinks that it is not good for them, and has made up her mind to try the effect. I do not think any possible effect can be shown, with or without this teaspoonful, or two teaspoonfuls of tea, as described.

(2.) We will be glad to have your opinion about the general treatment of those who have had typhoid fever, and if you think that there is any special care required, say six or seven months after recovery, either with grown persons or children.

While on this subject, can you advise me where to get any authority of how typhoid fever is caused or taken? It seems to me that the treatment of typhoid has made wonderful strides, but as far as I can judge from my experience with the faculty, they are as far from knowing the origin of typhoid in the patient as ever. It is said that it must be taken inwardly, as through milk, or butter or something of that kind; and others say from the excrement. Many cases, however, have been known where it was from none of these.

Montreal.

N.

(1.) It is not probable that the amount of tea would have much effect. We cannot definitely say, as the tea, "as it appears in an ordinary grown-up person's cup," is a mixture of most variable strength. One person may take it five or six times as strong as his neighbor. Further, the effects of different kinds of tea vary very much, and moreover the susceptibility of different persons is very different, and to some the injurious effects seem to be cumulative. Let us assume, for the sake of argument, that the tea as mixed is, as such, harmless. What is accomplished? You have made the children acquainted with a stimulant which they would better not know before adult life (and the writer likes a good cup of tea as well as anyone), and you have let them understand that by persistence they may have at table something which one parent at least thinks is not good for them. Better, we think, let the mother have her own way, even if you can demonstrate to your own satisfaction that she is needlessly careful.

(2.) The recovery after typhoid seems, in some cases to be pretty prompt. Often it is very slow, taking months, and even years, before the last traces of its damage is gone. Each case must be judged by itself, and the error, if any, should be on the safe side.

Any recent work on the practice of medicine will probably tell you all you need to know—not a controversial pamphlet, but a text-book "up to date," which is meant for the use of practitioners. Probably you could borrow one from your own physician.

We think the origin of typhoid fever is much better known than anything else about it. We know that it comes from just one poison, and we know by sight the peculiar bacillus which is, or which manufactures, that poison. The method by which that poison is introduced into the system in a given case may be uncertain, but often when we are acquainted with the surroundings in the past of the patient the doubts are solved. Unfortunately, in a great proportion of cases even in intelligent circles nothing accurate can be learned as to where the patient had been or what he had done. It is true that the poison is mainly, almost exclusively, passed from the body in the stools; it is true that infection of water and food is generally through infected stools. The links are often lost, but in cases where epidemics have been sufficiently important to excite research it has almost uniformly been found that the circle has been: An initial case; infected stools so disposed of as to infect water; this water drunk or mixed with food or used to wash vessels to be used for food. A recent epidemic in a town near New York was confined to the patrons of one milkman whose premises were found to be infected. Sadly enough, some of the patients confined themselves to a diet of the very milk which was bringing them the poison, before it was discovered. One case, it is said, occurred in a person not a patron of this dairy, but he had drunk milk when taking a meal at the house of a patron. Suppose this person had gone elsewhere before sickening or that the epidemic had not been sufficiently important to awake inquiry, the case would have been

considered very mysterious. When, however, strict inquiry was made the cause was clear enough.

Remedies for Bow Legs; the Significance of "Toeing-in;" the Enforcement of Obedience.

To the Editor of BABYHOOD:

(1.) How can bow legs of babies be straightened?

(2.) How can the habit of "toeing-in" be overcome?

(3.) Can a one-year-old child be taught to obey without corporal punishment?

Middletown, O.

M.

(1.) Bow legs of a mild degree of severity in infants or very young children sometimes straighten in the process of growth. Unfortunately only an experienced physician can predict, with any certainty, which these are. We should mention that in real babies, as distinct from running children, a curve of the leg which is not abnormal is often taken by over-anxious parents for bow legs. When bow legs really exist to any degree the cure is effected by braces, but in babies who are young the limbs can be straightened sometimes by frequent handling by the mother, her hands pressing the limb toward the desired shape. Even if braces are necessary, at the same time, or later, this manipulation is helpful.

(2.) Most "new" babies "toe in," at times, but we presume you refer to a permanent toeing-in. This is a usual accompaniment of the bow leg, and if the two conditions are in the same child, the same braces or the same manipulations which are applicable to one can be extended to meet the farther indication. The braces, if needed, must be ordered by the attending physician. The manipulations,

either for bow leg or "intoe" would be tedious to describe in detail. But if the mother takes the child upon her lap, or places it upon another lap or a chair, and, remembering that the parts she has to handle are slightly yielding, makes pressure which is firm, but not painfully violent, she will in time, if the case be a not too severe one, gradually coax or force the limb toward the proper shape. Weeks or months will be needed with one or two sittings daily, and if a good, professional advice can be had, it is advisable to first inquire whether the physician's opinion of the case be that the case will yield to the treatment, so that the mother's time shall not be wasted on a work which will be useless.

(3.) Obedience can nearly always be enforced if the parent is at all tactful and patient. We admit that there are some natures which seem to be only influenced by force, but in the case of a year-old we should never think of corporal punishments in the usual sense of the phrase. Corporal restraint, such as putting the child for a time in some place where it could neither harm itself or anything else and from which it could not escape, we do not call corporal punishment. Nothing involving any physical cruelty should be thought of.

Delayed Closing of the Fontanelle.

To the Editor of BABYHOOD:

My boy is now twenty-one months old, and the "opening" in his cranium is still soft, comparatively speaking, covering a space of nearly an inch square. I do not think this is as it should be. Can you suggest anything, or is it advisable to call in the doctor?

T.

The closing of the fontanelle ("op-

ening") is certainly delayed. This depends probably upon defective diet, or possibly illness in the past, causing delay in the usual formation of bone which closes the opening by completing the bones surrounding it. You would do best to consult a good physician as to the child's condition, and have him arrange a dietary.

Questions of Diet; The Respective Merits of
Milk and Soup.

To the Editor of BABYHOOD:

My little boy, just one year old, has but six teeth, four upper and two lower. His diet consists of oatmeal water mixed with boiled cow's milk. He gets an eight-ounce bottle every three and one-half to four hours, and one during the night. I have lately begun to substitute soup for his mid-day meal, and it seems to agree nicely with him. He likes bread moderately well, and, as he is rather constipated, I sometimes moisten the bread in fig preserve or real Louisiana syrup. He is thriving nicely, is strong enough to push chairs along, and is busy playing all day; he also sleeps well at night, although he was quite ill the first six months of his life, being raised entirely on the bottle.

(1.) Should I give him anything in addition to milk and soup? My husband would like him to eat almost everything, and I have a hard time saying "No."

(2.) Do you think I should begin to wean him entirely from his bottle, or wait until his molars appear? So far he has had no trouble attending teething, but is inclined to constipation.

(3.) Soup does not satisfy his hunger like milk; for an hour after his soup he is ready for his bottle. Why is that? W. H. C.

New Orleans, La.

(1.) He probably gets enough food, so far as we can guess, with no mention of his weight or rate of gain. Until he gets some chewing teeth it would not be worth while to give him anything but milk or soups. He

could not digest solid food, in all probability.

(2.) It is not important whether the food is taken from a bottle, or fed with a spoon, or slowly drunk from a cup, so long as the character of it is not changed and it is not swallowed too rapidly.

(3.) Because the soup is not so nutritious (so "heartly" or so "filling" as the popular phrases express it sometimes) as is milk, which latter liquid is remarkably full of nutriment.

A Wakeful Baby.

To the Editor of BABYHOOD:

What do you consider a reasonable amount of sleep for a baby eleven months old? My baby is very wakeful, both by day and by night. I think one cause is that her food is not quite right for her; she is not sufficiently nourished, but I expect her to take a nap in the morning, when she takes her ten o'clock bottle, and also in the afternoon when she has her two o'clock bottle. She goes to bed at six and I expect her to sleep all night until six or seven o'clock the next morning, all of which she does not do. I have tried getting her to sleep in various ways, but I now simply lay her in her crib and let her cry herself to sleep, excepting when she occasionally "drops off" before finishing her bottle or just after.

M. C. B.

Syracuse, N. Y.

The question you have practically answered yourself, for what sleeping you say you expect her to do seems entirely reasonable. If she fell something short of your standard, she might still be doing fairly well. But if she falls much short of it, it would then be advisable for you to get good medical advice (meaning from some one familiar with infancy and its disorders), in order that you may know whether or not your doubts about her

diet and nutrition are well founded, and if so, what changes should be made. As you do not tell us what food is in the bottle nor how much, we cannot guess.

The Value of Stimulants to Nursing Mothers.

To the Editor of BABYHOOD :

Would you advise a nursing mother to take stimulants? I have taken wine with my dinners, but find each time I take it that my baby is very wakeful and troubled a great deal with wind. F. C.

Chicago.

The only conditions under which we think alcoholic stimulants are of value to nursing women are : First, when the appetite is so poor that sufficient food is not taken, and it is found experimentally that the alcoholic drink increases the appetite, and second, when the digestion is too feeble to take care of the food taken and is helped in its work by the alcohol. Under these circumstances it is sometimes useful. Much more frequently, in our judgment, it does not help the mother and does produce an undesirable quality of milk.

Objection to the Spoon.

To the Editor of BABYHOOD :

My baby is ten months old, eats quite heartily, but will take nothing from the spoon. I even am compelled to give her farina from the bottle. She takes it very well from the bottle, and will not take a bit

from the spoon, no matter how hungry she is. Could you give me some advice as to how to get her accustomed to taking a little from the spoon or cup? L. S.

New York.

There is nothing unusual in the case. Very many, and we think most children, at ten months, have not been taught to take food from the spoon, and there is no particular hurry. Persistence on your part will win. You may find it easier to teach her to drink her food from a cup.

Excessive Sweating.

To the Editor of BABYHOOD :

Can you tell me why my baby, four months old, sweats so easily? The least little thing makes her perspire, especially her head, and she takes cold so easily. It seems impossible to check the perspiration. Can you give me a remedy for it? W. F. R.

Everett, Mass.

You do not say whether the child has the breast or the bottle. Many children sweat simply because they have too dilute and watery food, and a great deal of it. Children also sweat, especially about the head, as one of the symptoms of the nutritional disorder called rickets. The remedy is, to find out the cause, and correct that. But excessive sweating (that is out of proportion to the heat of the room and amount of clothing) nearly always is connected with some error in diet.



CHILDREN AND ANIMALS.

Kindness to Animals.



HERE are few better ways of teaching children to be kind and considerate to people than by bringing them up to be kind and gentle to animals. An old hunter and backwoodsman gave the following advice to a young man seeking a wife: "Watch how she treats the dogs and horses before you settle on her." On the other hand, it is said, that Nero, who tortured so many of his fellow men, amused his boyhood by tormenting flies.

If a spider ventures to cross the floor of the parlor, my boys carry him out carefully in a piece of paper. Mice caught alive in a trap are taken out into the field, and set free, with a warning not to return. The birds around the home are sacred, and their nests regarded with awe and interest. One day little W——, the youngest, came running in with tears in his eyes. "Oh, papa, Willie C., a neighbor's boy, has killed one of God's birds with his sling shot. Isn't he cruel, and won't God be angry with him for killing His birds?" Another time H——, the second boy, on a half-holiday excursion, found a young meadow lark, and triumphantly brought it home with great glee, and when he went to bed deposited it in a basket in the corner of his room, where it croaked dismally half the night. Going past his door, and supposing the boy lay asleep, I heard stifled sobs. "What is the matter, H——?" I asked, "Oh, papa, I can't go to sleep; I'm thinking how the poor mamma bird will

feel when she goes to look for her little one and finds him gone, and he keeps calling for his mamma all the time." I consoled him by telling him that in the morning we would go, if he wished, and put the little bird back where he found it, and maybe the old bird would discover it. So next morning, bright and early, we were off over the prairie, and put the bird where he found it, and as a meadow lark was piping near, he went back merrily to school.

I was staying in a little village in the remote backwoods of New Brunswick and had a young fellow studying with me, who was much interested in ornithology, and when the nesting season began, he tried to collect woodpeckers and other birds' eggs. The children of the village school found him at his work and were so horrified at what they considered his cruelty that in future he had to pursue his tactics far from their observation. This was an unusual trait to me, in school children, remembering how in England the village boys delight in "sacking" nests, and destroying both eggs and young birds.

Backwoodsmen and frontiersmen are proverbially kind to animals, much more so generally than city folk. A water ouzel had built her nest under the piles of a dam of a saw mill, and it was the delight of the "hands" to watch the little bird flitting to and fro through the spray of the waterfall, to listen to his cheery song, and watch his antics in the water. One day a bird collector came along, shot the pair, and took the nest, much to the

anger and indignation of the mill men.

Some lumbermen in the woods discovered the nest of a humming bird and refused to cut down the tree till the young birds were fledged.

At a little fishing village last summer on the coast of Devonshire, I was noticing the tameness of the sea gulls as they flew around the boats, when they drew to land or sat like so many barn door fowls waiting for any bit of fish thrown to them. "Yes!" said an old fisherman, "they are getting tamer again now, but for a long time they kept aloof. A couple of city guests came down here and began blazing away at the poor, tame creatures, that did not know at first what it meant, for they had never had a stone even thrown at them or heard a gun fired in their life. How many they would have killed, 'just for fun,' as they said, I don't know, if we fisherman hadn't stopped them, for the gulls we consider our friends. We like to hear their wild cries, and they lead us to where the fish are shoaling. But it was a long time before they became tame again."

A would-be sportsman stopped over night at a backwoods cabin with a whole arsenal of guns. Early in the morning the farmer was awakened by a fusilade in the garden. "I jumped up," he said, "to see what was the matter, and there was that city chap blazing away at my little robins and orioles, to listen to whose songs I have lain awake by the hour. I just caught the little fellow by the collar, and says I, 'look here, young man, if you fire that gun again I'll fire you out of this mighty quick.' He dropped his

'shooting iron' and looked at me in amazement."

So we might go on with many other instances of kindness to four-footed animals as well as birds. No one knows how much good both to boys and horses such books as "Black Beauty" have done, read aloud to the youngsters as they lie on their pillows before going to sleep. So we say, train up a child to be kind to dumb animals, and when he is older he will be kind to people, and thus you lay the foundations of a gentleman at least.

A. L.

Kissing Animals.

At Lenox one morning last autumn I was witness to two little incidents that read me a lesson which I may be pardoned for teaching.

Walking from the post office I met a friend who had arrived out at his cottage the previous evening. Stopping to greet him, I found him very enthusiastic over an imported hound which he had brought out with him, and of which he spoke with the greatest animation. I am not such a lover of dogs and cats as some people are, but it is always good policy to be interested in that which interests others, and one or two questions on my part led my friend to turn about and take me by the arm and escort me to his place to see that wonderful dog.

There was no doubt but that it was a remarkable creature, and that it had a grand pedigree; but to my eye a hound pup six months old comes as near to being ungainly as any animal. Such gaunt body on such long and sinewy legs is at the best little less than ludicrous. To add to this, my friend's solicitude for the little animal,

and his enthusiasm, were just a little nauseating. But the climax was reached when, as the pet disported itself on the lawn in its most awkward grace, a fat farmer's big, black dog ran up from the street to make friends with the little fellow from France.

"Here! here!" my friend exclaimed in the greatest excitement, running out to intercept the rural beast, "Here! Go off at once! Go on! Go on!"

"That dog will not bite him," I hastened to say, recognizing the old Dewey dog that every citizen knows.

"Presume not! Presume not!" was the reply. "But I wouldn't have any dog living rub noses with 'Glorieux.'" Then I laughed.

"Very careful of his associates, aren't you?" I remarked.

"Careful?" repeated my friend. "Certainly I am. Why, that is a most dangerous thing for another dog, older than my puppy, to smell of his nose. It is liable to communicate tapeworm, don't you see? If 'Glorieux' were an old dog it would be different, but no owner of a fine puppy ever permitted familiarities from older dogs."

Hardly half an hour later, returning homeward, I passed a house where on the front veranda a nursery maid had a child, perhaps two years old, and with it a sleek mastiff. I was attracted to the scene as I passed. The child was screaming with delight, and the great, yellow beast at the maid's bidding, was "kissing little Charlie," "showing little boy how much Fido loves him." The dog would lick the child's face, meanwhile wagging its tail with pleasure, and encouraged by the little one's laughter. The mother

of the child, coming from the lawn, put down her own face, and kissed first the child, and then the brute! It was a pretty picture, though silly, and I should have forgotten it the next moment had not the previous incident been fresh in my mind. It led me to think, and to investigate. Here was a dog's owner prohibiting for his pet the caresses given a neighbor's child. Silly? No. Children should never be permitted to have a dog or cat lick the face, and more than that, there should never be any kissing of the pets. It may be without harm, but it is not free from the possibility of danger. That which my friend maintained is quite true. Veterinary authorities state that the eggs of the tapeworm of the dog (*tænia cucumerina*) and that of the cat (*tænia elliptica*) are "frequently found upon the tongue of the animals," and "persons, from a mistaken familiarity with these animals, may become infected." It is known that both of these *tænia* infest man, and that they are as formidable as *tænia solium*. Bal-las, Andry, and others have demonstrated that the eggs can be carried from one animal to another, and Kuchenmeister has made numerous helminthological experiments to demonstrate the fact. The parasite, common in the human organism, is more common to the dog, one authority going so far as to say that the animal is almost never free from it. Let an infected dog "kiss" or lick a child's lips, and the possibility of communication is not far removed.

GIFFORD KNOX.

Westfield, N. J.



THE MOTHERS' PARLIAMENT.

The Second
Best Baby.

—During the first
two years of our
pilgrimage through
life our troubles

are altogether of a physical nature. A helpless baby in the hands of an ignorant mother or nurse is often the most to be pitied of all dumb animals, but its trials are those of the flesh. It is only after it has been, as it were, pushed out of place by an interloper—in short, when there is a newer baby—that it begins to know what it is to have a troubled spirit. When it is no longer “Baby,” but “Harry,” or “Jane,” or perhaps, even, “that child,” then beginneth its first lesson in the mutations of earthly things. Talk of dethroned monarchs and *passé* beauties, of poets whose popularity has waned, and painters whose pictures no longer sell! These have, like Tony Weller’s werry old turkey, the consolation of being tough. It is different with the little creature who, only a few short months ago, ruled the roost in the nursery, and now must make way for—what? A little bald, red, toothless object who, when seen at its best, can do nothing but double its mottled fists and smile idiotically. But, little and insignificant as it may look, its coming has made the world a very different place for the old baby who now no longer keeps its carriage, but, in its excursions abroad, must trudge along

on its little feet, sometimes having hard work to keep up with nurse who, while she has only fond words for the carriage’s occupant, too often has cross ones for the stumbling little toddler at her side. But, worst of all, the old baby has been ousted from its mother’s lap, and stands unnoticed by her side, while visitors rush at the new baby as though they would eat it, and are then entertained by accounts of its remarkable precocity—what an astonishing baby it is for its weeks. how wonderfully it takes notice, etc., etc.,

Now, as the newcomer can, in the matter of looks, no more be compared with the little “back number,” who has been dismissed with a “howdye do, dear?” than can a green bud with a flower bursting into bloom, why it should be regarded with so much greater favor is a question sufficient to puzzle a far wiser head than the one set upon those two-year-old shoulders, now perhaps being pushed away from mamma’s knee to make more room for Baby’s voluminous robes. The older children, too, following the lead of the grown folks, pay their court to the newcomer as soon as it is big enough to handle, and tease the old baby instead of petting it as in the times that are past, ridiculing its mixed-up consonants when it attempts to speak English, though they, one and all, pretend to

understand the new baby's pure Dutch.

Guardians of the nursery, what you need is an invading host of Susan Nippers to put an end to this state of affairs. A brand-new baby is all very well, but that is no reason why its predecessor should be treated as if (in its own language) "it wasn't nothin.'"—*Clara Marshall.*

Innocent
"Story Telling."

—A child with a vivid imagination always drifts into story telling. He is delighted with your look of wonder, and keeps on with his wonderful tales, no matter if you do call them "lies." He is pleased to discover that he can attract you in that way.

We tried a new way with Dee. The first impossible tale was told to mamma as a fact. Mamma smiled and said in an interested way: "Why, that's a story, isn't it, Dee?" "Yes," answered the four-year-old, thinking it a very lovely thing to be able to bring that look of delight into Mamma's face. Since then all the made-up tales are prefaced with the remark: "This is a story." This she never says when stating a fact, and we feel happy to think that she has learned to distinguish the difference between fact and fancy, without learning the word "Lie."—*L. W. P., Minneapolis.*

The Trained
Baby and the
Trained Mother.

—The mother of a trained baby has time to bring up her other children, improve her mind, entertain her husband and attend to her social duties.

In this day perhaps the majority of

children are brought up by rule; that is, they are fed at regular intervals, timing these intervals by the clock rather than by the baby's supposed desires, not more than once during the night, and, if possible, never. That it is possible for very small babies to sleep all night long without waking has been proved by many a wise mother. The trained baby is also induced to take his naps at certain specified times, and nothing is allowed to interfere with this regular routine, for a baby is largely a creature of habit. He is never rocked and rarely carried about. He no longer rules the house as he has so frequently done in times past, and instead of being a burden, is a comfort and joy to the entire household.

But suppose your baby, although very lovely and sweet, has been allowed to have his own way during his little lifetime and you want to transform him into the well-disciplined child referred to above? How are you to go about it? Above all else have a little patience. If his majesty does not wish to retire when the proper bedtime comes, say about half past seven—and naturally he will be rather averse to this arrangement at first if he has formerly been accustomed to retiring at the same time with his parents—undress him so that he will be loose and comfortable, rubbing him gently all over his little body; often a warm bath at night is one of the most successful ways of wooing sleep. Always feed him the last thing before laying him down. He should be laid in his bed whether asleep or not. The bed, by the way, should not have rockers. The lights.

should be turned out, for nothing keeps a child awake more than a bright light in the sleeping room. The mother should leave the room, or if she prefers, wait out of sight until he settles himself for the night.

He should never be waked during the night for the purpose of feeding. He is apt to wake of his own accord at first and is often thirsty. A drink of water satisfies him in many cases and he will promptly fall asleep again. Sometimes it seems necessary to feed a baby once during the night, but not oftener, and when he is once used to this method of treatment, he will wake at the proper time, take his food, and calmly close his eyes and drop off to sleep.

How much better is this than rocking and walking the floor with a crying child a great part of the night, tiring out both mother and father before the next day's labor has yet begun. I know a young mother who once attempted to train her six-weeks-old son into ways of right living. It took the combined efforts of both parents for three nights, and very distressing, sleepless nights they were, but Baby was conquered, and now sleeps peacefully every night. A baby who is thus treated from the start never knows or desires any different treatment.—*Jessie T. Boyle, M. D., New York City.*

—Having been the youngest child in a family of five, spending most of

my time in school, and then teaching for five years previous to my marriage, I began my motherhood with

almost no experience with babies, and knew as little about them as one can, reared under such circumstances, but, thanks to BABYHOOD and a willingness to learn, I have four as healthy children as one ever sees. My fourth child being born when my eldest was three years and eleven months old, I had had the experience in babytending which few get, and I will own that my success has been due to a careful attention to the diet of the child. It truly seems, in this advanced age, that so much is said of what and when the little folks should eat that there need be no excuses for the ignorance of so many on just this subject. Last week as one of my neighbor's children, a child of less than three years, came into our yard to play, holding in his hand a large slice of bread spread with *ketchup*, I could but wonder when mothers would learn how to feed their children. This child's mother has had four children, two of whom died from what I firmly believe to have been improper feeding during the second summer, yet this sad experience had failed to teach any lesson in regard to the feeding of this fourth child.

When asked why she gave the child ketchup she replied "because he likes it." No child of that age should know whether he likes it or not, I believe. There are many articles of food which we often ask this question about, "Will it hurt him?" when it would be much better to ask, "Will it do him any good?" If not, then there is one good reason why he should not have it. There are many kinds of food that taste good to us, and which we are inclined to think it would be "too

Mistaken Kindness
in
Matters of Food.

bad" not to give to the child, when really the child knows nothing of the taste, and is a thousand times better off without it. It is mistaken kindness that teaches mothers to give their children articles of food that are of no use whatever in body building.
—W. E. P.

—To be careful

Our Duty to Our of her own chil-
Neighbors' Children. dren is unquestion-
ably every moth-
er's duty, but to be regardful of the safety and well-being of her neighbor's children, as far as in her lies, is also incumbent upon the conscientious mother. If our own child is ailing, and we are not certain what the nature of the trouble is we have no moral right to expose another child unwarned to possible danger. If Baby has symptoms of any rash it is our duty to know its nature before allowing him to be with any other child. If he has a slight cold, or tendency to sore throat, he ought not to be allowed to put another child's playthings in his mouth, much less to kiss another child. If he has any eruption of the scalp, or inflammation of the eyes he must not be brought in contact with any other child, nor indeed any of his clothing. If Baby has some fever, we ought not, as true mothers, to set it down as "teething" and then straightway start for our neighbor's houses to carry possible contagion. And if he is unquestionably ill with any contagious disease, whether or not the doctor insists upon the precaution, the mother ought, from common humanity, to

put the warning plainly on the outside of the house, and so lay all the responsibility of harm to other babies upon the mothers themselves.

While we give nine hundred and ninety-nine thoughts to the welfare of our own child, let us give at least one thought to the safety of our neighbors' children, and this world will become a safer habitation —H. K. C.

—One of the times

A Quiet Rebuke. had come that will
force itself occa-
sionally on all housekeepers—the girl had left unexpectedly and a large amount of extra work had fallen on me. Bedtime had come, and six-year-old Carl was undressing. The cares of the day had not worn upon his nerves, nor had the hours of play reduced his stock of spirits perceptibly. I was tired out and annoyed by his antics and spoke rather sharply to him. He went quietly on undressing, for a couple of minutes, then sat down on the edge of the bed and said, in a soft voice, with loving look on his chubby face, "It *sounds* as if you were cross, like other people, when you are very tired and speak that way, but I don't care!" Dear little fellow! The quiet rebuke, so innocently given, went home. The loyal belief in my inability to be really cross, "like other people," touched me and banished all irritability. If only we could live at all times so as to keep alive the childish belief in our perfection! Let us treasure it as long as we can, by trying our best to deserve it.—B.

NURSERY HELPS AND NOVELTIES.

Pleas for the Home-Made Toy.

I.

In these days of elaborate mechanical contrivances, of dolls that talk French, and dogs that bark, of miniature steam engines with all of the latest improvements, and so on through all of the long category with which everyone is familiar who has occasion to inspect the city toy shops when that important mission of "getting something for the baby," has the precedence, it would seem as though the common everyday resources for amusing the little ones were being lost sight of.

The mother who thinks with a sigh of her utter inability to purchase a quarter of the pretty playthings which will keep her little one supplied with the requisite novelties, need not despair while she has a perfect mine of treasures in her kitchen yet to be enjoyed, if she will only avail herself of them.

Does everyone know the virtues of a dozen clothes pins or a bright tin pan? Is it a commonly accepted fact that a tin dipper with a very few drops clinging to the bottom of it is one of the most desirable toys to be found from the baby's point of view? One can scarcely go amiss in selecting any of the common articles with which every kitchen is supplied, providing the article has no sharp edges, for a cut made by tin is a sufficiently serious matter. Do not be troubled about finding something that the baby can handle easily. The larger and more clumsy the article the more enjoyment it seems to furnish. A splint market

basket is a treasure to most little children.

Do all babies nowadays cut their teeth on an elaborately carved ivory ring, or at least a rubber one, or are there some who still cling perversely to a little earthen-ware butter dish, or even the wonderful celluloid tape measure out of mamma's work basket? Plenty of little people will from choice reject the costly rattle for plebeian beans or buttons in a tightly corked bottle. Even the buttons alone on a string are a powerful rival of the traditional string of spools. A spool of thread with the end tightly fastened is not to be despised.

Is every one opposed to a looking glass as engendering vanity? I have known wee babies, less than a year old, who delighted in seeing the little reflected face which laughed back into their own. One great advantage to be derived from the use of such playthings as these is that they are easily put back in their places for their legitimate uses when the little one is tired of them and do not accumulate to join the ranks of broken rattles, legless, armless and headless dolls, tuneless music boxes, rejected stuffed cats and dogs, tin soldiers unfit for duty and jumping jacks which will never jump again.

When Baby gets to that point when it is a pleasure to sit in her cradle or on the floor, a waste basket with its multifarious contents to pull out and scatter is a joy forever. A few simple games taught at the mother's leisure often serve to divert the little one

when the teeth are becoming troublesome, and all toys pall for the feverish little sufferer. Very little people will learn to play "Peek-a-Boo," using the long skirt of their little dress, or even the chubby fingers to cover the bright eyes. "Pat-a-Cake" is another favorite usually. The little one quickly becomes proficient in striking the palms together and takes infinite delight in poising one stubby finger in the air preparatory to the "Prick it, and prick it, and mark it with B" part of it. An adaptation of "Hide and Seek" is commonly a favorite. The mother holds a conversation with an imaginary someone, somewhat in this fashion: "Where's Baby? I can't see her anywhere. Gone up-stairs again? No. Under the table? No. In mamma's desk? No." And then usually a call from the Baby will come and a great deal of surprise will be manifested at finding Baby in her cradle "all of the time." It is a game that lasts an indefinite period and may be played quite as well with the mother at work in one room and the baby in another. Its advantages suggest themselves.

Surely every mother who uses the resources of her sewing basket, her kitchen, her toilet table, her desk and above all of her own quick wit, need never feel any anxiety that her baby is not enjoying life quite as much as is that of her more fortunate neighbor who has abundant means to bring home a new plaything every day.

MARY HUNT HOOD.

Medina, N. Y.

II.

It has occurred to me that a description of two gifts received by my three-year-old son on Christmas

might be of interest to those mothers who find it necessary to make one dollar do the work of two.

First, there was a set of blocks which we had made for him. We bought half a dozen "pickets" and had a carpenter saw them into blocks. Two pickets were "ripped," or sawed lengthwise, twice, making four long, slender pieces. These were sawed into six-inch pieces—each picket making twenty-four—and four shorter ones. Two other pickets were sawed into six-inch pieces, without ripping, one was sawed in four-inch and one in two-inch pieces. Santa Claus built a house of them, in somewhat mixed style of architecture to be sure, but it highly delighted the small boy for whom it was intended, and he has made some fearful and wonderful structures with the blocks since. They are really the nicest blocks, except the expensive stone building blocks, or the Crandall's blocks that I ever saw, and their cost was very little. The pickets cost fifteen cents, carpenter work twenty-five cents, and there were about one hundred blocks, counting the dozen or so irregular ones from the tops of the pickets. Of course any man with a common saw could do all the work on them, except the "ripping," which requires a very fine saw.

The second present was six small cats, the printed ones you buy, and sew up, and stuff with cotton or rags. They are sold by the yard. When I asked for six kittens the saleswoman remarked that that was just three-quarters of a yard, at twenty cents a yard, and she couldn't see why I laughed to think of buying cats by the yard. Their small owner has them all

named now and usually takes them to bed with him. They are by far the nicest kind of cats for a child to play with, and *nicest for the cat.*

Our boy had many more expensive gifts, but enjoys these two as much as any of them.

HELEN TOWNSEND.

Albia, Iowa.

A Novel Game.

When I was a small girl I had a most fascinating game called "Election." It originated at the time of Hayes's nomination, when Nellie, my bosom friend, and I, being of opposite political faiths, ran our respective boy dolls for President, naming them, for the time, Hayes and Tilden.

We held meetings, had torchlight processions, and finally each member of our doll family deposited a ballot in a big tin cannister, which represented our ideas of the security of the ballot box. Although our count did not tally with that of the nation, we elected Tilden, and after viewing his rival's parade on the fourth of March, came home and gave him a gorgeous parade and display of Japanese fireworks.

About ten years after this I often amused my two boy cousins, aged eight and ten, with this same idea, subjected to various modifications suitable to a boy's intellect; the idea of electors was introduced, some history read, and we had a fair idea of the way our President is elected.

I have often thought that many children could be interested in politics in some such manner, and gradually led on, through history and newspapers, to an intelligent interest in political events. I suggest this to

your readers as an amusement for those bugbears, rainy days. E. L.

Troy.

How to Keep the Bottle in Place.

When Baby was too little to manage her own bottle I had recourse to a simple device that saved a good deal of trouble. The bottle was placed in the leg of a sock (woolen, if possible), and the opening pinned closely to its neck by means of a small safety-pin. Thus protected from cold it was laid on the pillow in just the right place for Baby's mouth, and the foot of the sock passed over the end of the pillow and fastened at the toe by a large safety-pin to the crib or mattress. To make the contrivance complete, I elevated the pillow under the bottle by means of any little shawl or blanket to such a height that the neck of the bottle must be kept full of milk.

The device has worked beautifully, it only being necessary to see that Baby keeps eating until the meal is finished and then the empty bottle removed before any harm can be done. My little girl does not like to go to sleep any too well, but she has taken many a nap by this means.

Another simpler device for holding the bottle for a child sitting up has worked well in my experience, Baby learning very quickly to hold her own bottle thereby. I placed her upright in her carriage, and adjusted the parasol rod over her head (the parasol being removed) so that by means of a little flannel blanket the bottle could be suspended in front of the mouth and at just the right angle for

eating. Safety-pins may be used in this case also to secure the bottle.

Cleveland.

H. K. C.

A Carriage-Sleigh.

A small child having outgrown the perambulator stage, its mother conceived a brilliant idea as to the disposal of the carriage, there being no successor to occupy it. She unscrewed the body from the springs and mounted it on a sled. She fastened sled and body together with bolts, and had a pretty carriage-sleigh at slight cost. The wheels, which still had handles and springs attached,

suggested a further inspiration. She took a soap box, made a seat with a back out of the smooth boards which had been the box cover, fastened the seat to the box, and the box to the springs, and gave the whole affair a coat of paint.

As a result of this maternal ingenuity, the baby is the possessor of two vehicles instead of one, at a cost of one dollar, a neat carriage-sleigh and a wagon for country use, which can be pushed or pulled by the high handles, as convenience and the topography of the country prescribe.

New York.

F. E. P.



CURRENT TOPICS.

Punishment of Children.

Conscientious parents can have no interest in life higher than the well-being of their children. Children furnish an opportunity to do for them what we wish we had done for ourselves. The perplexing problems of life will remain unsolved until we have learned how to educate the future men and women. The home has been called a miniature moral empire, which suggests the idea of order. Order is born of authority and obedience. There can be no order without law, and a law must have a sanction, else it is void. Penalty or punishment suggests suffering. All punishment is

painful. Pain and pleasure, however, are the two educators of life. The discipline of the one is negative; that of the other positive. The one attracts to virtue, the other repels from vice. This is not a capricious arrangement of man, but the method of nature. The hands that caress can also hurt, the voice that sings can also rebuke. The little child must know the mother that gives and the mother that denies.

There are those who would make education stand only on one foot. They argue against all punishment. Not authority without freedom, nor freedom without authority, but authori-

ty reconciled to freedom should be the aim of education. The instinct of liberty in the child accounts for its resistance to authority; the instinct of love explains its willingness to obey. We cannot live on equal terms with our children, for, as Perez has said, if we treat them as our equals, they will treat us as their inferiors. There is nothing more humiliating than the spectacle of a parent helpless in the presence of a child. Reliance upon the principle of natural consequences will frequently lead us astray. Will nature always adjust the effect to the act? Will the adjustment be always moral? It is a matter of experience that sometimes the natural consequence of an act comes so late that it is hardly recognized as having any relation to the act which provoked it. Then, again, it comes with such haste and suddenness that it leaves no time for reflection. It ought to be the aim of parents to prevent their children from being thus marred and maimed for life. In fact, this is the mission of the parent—to stand between the child and danger, physical as well as moral. Children are impulsive; we must counteract this quality by our constancy.

In order to be successful in the administration of discipline, two things must be understood: the child and the method of Nature. Every shortcoming in the child should be traced to its beginning. Why is the child untruthful? Who teaches the child to dissimulate? Nature? There is a difference between the moral and physical nature of man. We can treat the finger or the eye without very much affecting the entire body. There can be local physical treatment,

but no local moral treatment. All moral weakness is organic. Moral education, therefore, must not be limited or local; it must begin with the heart, out of which are the issues of life. What does it mean to punish? It means to direct disobedience to its normal result—pain. The purpose of punishment is to associate in the mind of the child sin with suffering. It is to intensify the hatred of wrong and to provoke repentance. Our aim should not be merely to make the child do right, but to make it love to do right. He who punishes must assume all the dignity and impartiality of an instrument of justice. He must act not from passion but from principle.

The abuse of punishment is more dangerous than the greatest indulgence. At the present time we have outgrown the harsh methods of the past. Corporal punishment is almost entirely excluded from our schools. The arguments in favor of it were ingenious but not convincing. The hurt occasioned by corporal punishment is not to the body but to the mind. It is, after all, the mind that is struck. But this is not all. In appealing to the mind we treat the child as a rational creature. This is a claim of the child which we cannot ignore. Corporal punishment is one-sided. Besides, corporal punishment, as Herbert Spencer has shown, is associated with man in the childhood of the world. It is the savage, who has not patience to reason or explain, who strikes. Corporal punishment can seldom be administered without passion. When we show excitement we give signs of weakness. Then the young boy or girl becomes conscious of a power

over us. This is a temptation to youth. The danger of corporal punishment, therefore, is that we can seldom administer it without losing our head. On the other hand, we cannot appeal to the reason without becoming more reasonable.

Besides corporal punishment, there are other punishments which are not justifiable. To shut up a child in a dark room is to spur its imagination into wild fancies. Darkness is a bad companion. It will contract and terrify the child. Denying children the necessary amount of sleep or food, exposing them to the inclemency of the weather, withholding from them for too long a time the tokens of affection, treating them as strangers, or as enemies, or ignoring them altogether—these are measures which do more harm than good. Punishment should be of such a nature that, if necessary, the parents can share it with the children. The child must know that it cannot suffer alone, physically, much less morally. Its suffering brings suffering to others. This is the lesson which will develop the social element in the child. In the second place, we must correct the faults of the child by its virtues; that is to say, the strong qualities of the mind must spur the weak faculties into play. If a child is physically strong, but morally weak, let the parent hold up to view the two sides of its nature, until the physically strong child shall be ashamed of its moral cowardice. Let the child look into the mirror and see first the robust, healthy, powerfully built frame; let it look again into the mirror and see the small, selfish soul. To make the higher nature shrink

from the lower nature and feel uncomfortable in its presence—to make the discipline self administrative, the fault self corrective—this is the economic principle in education.—*International Journal of Ethics.*

Discontent as a Cause of Illness in Children.

The health of children, like that of grown people, depends very much upon a happy, contented condition of mind. There is nothing sadder than to meet a discontented, selfish, fretful child, always conscious of its unhappy little self. The children thus afflicted are usually suffering from the over attention and pampering of their elders, or are compelled to think of themselves by the pains and discomforts due to disease. A healthy child in its natural state thinks as little about its body as the lambs that play among the hillocks. It is too intensely interested in this great, strange world to look inward in search of cause for unhappiness. By a judicious letting alone, and a chance to experiment and observe, it will become self-educated and self-reliant to a degree that the constantly trained and restrained child can never attain.

I once observed the behavior of two four-year-old boys. One was the petted darling of a fond and wealthy mother, always indulged, waited upon, restrained, protected—never allowed to stub his toes, bump his head, burn his fingers, or get any experimental knowledge whatever of the painful, disagreeable side of life. The other was the son of hard-working farmer people, left from babyhood to care more or less for himself; when he threw a toy out of his reach, there was

no nurse near to pick it up—Baby must just roll or creep after it himself. When he bumped his head on the corner of the table, it was a lesson to take care all through life, in passing cornered things, not to knock against them.

The two children were in the back yard of the farm-house. The little rustic—rosy-cheeked, sturdy-limbed, active and happy—was building houses and barns, and fencing fields with corn cobs, bits of stick and

pieces of board; planting the green blades of grass for grain, and stocking his pasture and barn-yards with a motley herd of beetles, bugs and worms. The little city boy, pale and puny, wearing glasses for near-sightedness, was whining, crying, and fretting for fear the “nasty bugs” would bite him, and he would never dare to touch a cob or a stick for fear of soiling his hands or his clothing—an infantile dude! How much of the ill-health of this unfortunate child was due to

A GOOD THING



is always imitated. This is a well-known fact, and, therefore, it is not strange that the country has been flooded with condensed milk, said to be just as good as the

Gail Borden Eagle Brand.

Experience has proven that it has no equal. It stands to reason that the superior facilities of the New York Condensed Milk Company, with persistent, conscientious, scientific study of the production of milk, give it a decided advantage. Consider this.

constant self-consciousness and fear of contact with outside things which might perchance cause him passing pain or discomfort; and how much of the good nature and good health of the little country boy was due to utter unconsciousness of self, and the ability to extract pleasure from and make a good use of his surroundings, is a nice problem for philosophy to settle. In promoting the health and happiness of children, it is well to remember the power exerted over the

bodily health by normal mental activity and emotions. To provide comfortably for the child is not the whole duty of the parent. It should be given a fair chance to help itself, and to get so acquainted with its surroundings that its health will not be injured and its nervous system shocked by fear lest contact with some innocent thing shall cause it bodily harm. Home nursing has many sides; parents need more training than ordinary nurses.—*Good Health.*

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THE EFFECTS OF DEAFNESS IN OTHERS UPON THE CHILD'S VOICE.

BY D. BRYSON DELAVAN, M. D., NEW YORK.



NOTHING is more fatiguing, as everybody knows, than conversation with the partially deaf. Even those of us who have arrived at adult life will frequently become tired and hoarse from it. Our attempts to please or to instruct some friend whose unfortunate disability appeals strongly to our sympathies and whose lonely hours we may wish to cheer, are only accomplished by the exercise of much self-denying effort. We are willing to expend considerable energy in this direction, however, because of the unfortunate position of the sufferer. It would be hard-hearted, indeed, to shun such a person because of his infirmity, or to withhold from him the pleasure and consolation of an occasional chat. The results are not likely to injure us and are sure to gratify him.

With full appreciation of the position of the deaf person, and deepest and most active sympathy with him in his trouble, there is still another side to this question which should not be lost sight of, namely, the effect of deaf-

ness upon those habitually associating with the patient. In studying this it must be remembered that the deaf are, of all persons in the world, the ones whose feelings are the most sensitive and easily wounded. For this reason the ordinary means of helping them are, as a rule, thrust aside, and the whole community put to inconvenience and discomfort because some one's sensitiveness will not allow him to furnish the welcome relief of an ear-trumpet. Uncomfortable as it may be for the occasional visitor to talk to such a person, the case becomes far more serious when the members of a household have constantly before them this trying necessity.

It sometimes happens that a deaf person will become singularly indifferent to the welfare of others in this particular, and will urge his family to make exertions which are painful to them at the best and, in some instances, distinctly injurious. In many such cases not only is the nervous energy of the speaker exhausted, but his voice becomes wearied and relaxed and, ultimately, its finer qualities de-

stroyed, so that what would have been sweet and tuneful becomes harsh, discordant and shrill.

Proper training of the voice in the child is almost certain to produce good results, and, as imitation is a strong factor in education, the children of gentle-voiced parents will themselves speak in low-pitched, attractive tones. How slight the prospects of a good voice in a child must be whose surroundings are the opposite of the above may be readily imagined. Nor is the effect upon the voice the only bad consequence of overstraining it. The throat itself is subjected to serious injury, and, sometimes, to irreparable damage. So often have the evil results following the practice of allowing children to force their voices in order to converse with the deaf been presented to the writer, that he has felt it an urgent duty to call public attention to the fact, and to cite a few marked cases in order to fully illustrate the subject, and to make it as clear as possible to all.

To completely understand the matter, it is necessary to know something about the conditions of the throat and voice, more or less peculiar to the earlier years of life. In the first place, the child's throat is a very small and exceedingly delicate structure. It is much more abundantly supplied with blood than is the throat of the adult, and decidedly more liable to acute disease. Under these conditions we are not surprised to find the throat suffering from frequent attacks of inflammation, very slight, perhaps, in degree, but sufficient to cause impairment of the quality of the voice. Such attacks are brought about not only by

taking cold, or by indigestion; they may readily occur through straining of the throat from over-use of the voice. When there is already any tendency to weakness or inflammation of the larynx, as is very often the case, improper or violent use of the voice is sure to aggravate the trouble, for under these conditions the inflammation is continued and increased, and the delicate muscles which regulate the production of tone are weakened and their activity greatly impaired.

Again, the child, through ignorance, is unable to use his voice so as to produce the best results with the least fatigue, and an amount of talking which might easily be accomplished by a well-trained adult, would greatly overtax his feeble powers. Unlike the adult, too, he would fail to appreciate the extent of his fatigue, and for this reason, as well as for lack of independence and of that command of the situation which enables an older person to bring a conversation to a close, would continue talking long after he should have ceased.

Thus it happens that a child who is much in the company of a deaf person will become affected with chronic inflammation of the larynx or, as it is called, chronic laryngitis, a condition attended with greater or less injury to the voice and sometimes with its total destruction. Nor is laryngitis, when once established, an easy thing to cure. Any one who has had experience in such matters will admit that it is one of the most stubborn of all diseases, and even in the most skillful hands will sometimes require years of careful work before it is finally overcome, even then leaving the voice weak,

husky and of an unpleasant quality.

To illustrate practically what has been said, let us study the following cases, which are taken from actual experience, and which illustrate several of the more common exhibitions of this trouble:

I. H., a boy of eight, whose mother is very deaf and refuses to use an ear-trumpet. She encourages him to talk to her, which he does almost constantly, raising his voice to the extent of his ability and greatly overtaxing his powers. He is subject to frequent colds, during which his voice is almost lost. For over a year his voice has been at all times hoarse and rasping, conversation with his mother requiring greater effort, the more hoarse he has become. Examination of the throat shows that it is much inflamed and that he has chronic laryngitis of a severe type.

II. N., a boy of eight, lives with a deaf grandmother, who uses no artificial aid to hearing. Is remarkably strong and healthy, and is not subject to any especial weakness of the throat. He exerts himself to talk to his relative, and to read aloud to her, using considerable effort to make her hear. Has had marked laryngitis and hoarseness for over three years.

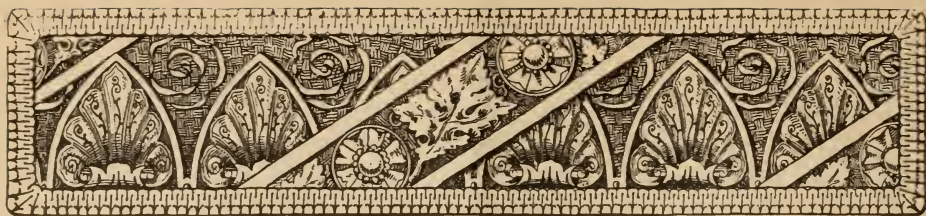
III. L., aged nine, a delicate blonde child who inherits a weak throat, has occasional attacks of cold, and whose nose and pharynx are generally affected with a slight degree of catarrh. The larynx, however, has always, with few exceptions, been perfectly well. Is in the habit of reading for half an hour at a time to a deaf grandparent, under considerable nervous strain. Great vocal effort is demanded, as no ear-trumpet is used. Reading is followed by general congestion of the throat, irritation of the larynx and marked huskiness of the voice, without question caused by over-exertion and, if persisted in, certain to end in serious injury to the parts, as has been the case in the two preceding instances.

IV. X., aged nine, attends a school where one of the teachers is deaf. After talking to her complains of fatigue, irritation of the throat and hoarseness. The child has general catarrh of the pharynx and slight congestion of the larynx, and is growing steadily worse.

The above cases are sufficient to illustrate the subject fully. In all four the children were unusually bright, vivacious and self-denying. What shall be said of the selfishness

which permitted, and even urged, them to overtax their powers and to inflict upon themselves a serious injury, rather than forego their conversation or even yield so much as to put away a foolish and unpardonable pride, and at least extend to them the aid afforded by some one of the many devices used to help the hearing of the deaf? The use of a speaking tube or of some other similar appliance cannot be too strongly urged under such circumstances, and the child, if obliged to converse at all, should rarely, if ever, be allowed to address the person without it. He must be taught how to use his voice to the best advantage, without straining it. He should not be allowed to speak too loudly, nor for too long a time, and, when his throat is congested or inflamed, he should be prevented from speaking to the deaf person at all. If his throat has already begun to suffer from the abuse inflicted upon it, he must be removed from his deaf friend, or at least prohibited from conversing with him, while such treatment must be employed for the throat as shall restore it as soon as possible to a natural and healthy state.

By such means much present discomfort may be spared the child and the certainty of future injury to the voice and the parts concerned in producing it may be avoided. When it is remembered that upon the strength and the sweetness of the voice so much of the success of a career will often depend, we cannot be accused of having spoken unkindly in steadfastly urging that the suggestions we have made be received in the spirit in which they have been given, and, wherever necessary, applied.



GROWTH AND DEVELOPMENT OF THE TEETH.

BY W. S. HARWOOD, MINNEAPOLIS, MINN.

AMONG all the interesting portions of the human body, there is none more strangely interesting, to the layman, at least, than the teeth. In writing of the growth and development of the teeth, I write as a layman, in the hope that a subject which has deeply interested me, may be, in its treatment, of some aid and value to the mothers of BABYHOOD.

The initial point in the growth of the tooth is little more than a point; in fact, it is a germ, a follicle, if you will, or the dentinal germ, as one writer calls it. It may be divided roughly into two parts or into two germs, one the dentinal germ proper, the other the enamel germ or organ. From these in their growth spring the teeth, of childhood and maturity; what lies back of them is in the secret keeping of the All-Wise physiologist.

Very much of the investigation into the initial stages of the growth of the teeth is made by use of the embryos of animals, the early human embryo being, of necessity, very difficult to obtain. Gradually and with the most painstaking labor, nature carries on the development of the tiny germ into a tooth, drawing from her wonderful resources just the right material

for the pulpy mass of the interior, the enamel of the exterior, the dentine, or tooth-bone which is the main mass of the tooth, and the cement which forms the outer covering of the root. Nature makes no mistakes. She knows just what is necessary for each department of the tooth, as well as she does for each bone and muscle of the body, and, if there be monstrosities in teeth or malformations, there will be found somewhere, in near or remote ancestral lines, a cause for the abnormal conditions. Nature has been doing the best she could under the circumstances. We may, for convenience, consider first what there is in the inside of the tooth, what it is that Nature is forming in all these strange days and nights before the tiny baby sees God's light.

On the interior of the tooth there is a pulpy mass which we are apt to describe under the general name of "the nerve." It is far more than a nerve. If you have ever examined the pulp on the inside of a tooth you have seen a slightly reddish or perhaps yellowish substance somewhat like a tiny piece of musclé. It fills all the inner portion of the tooth lying next to the dentine. It is not a nerve, but it has nerves in its compo-

sition, plenty of them, nerves which set every other nerve in the body a-tingling when the tooth is indulging in a protracted ache. There are blood vessels, too, in this tiny mass of fleshy-looking substance, and one of the most peculiarly troublesome toothaches, the "jumping" or the throbbing ache which sets one wild and makes life a daily or nightly burden, is due, in part, to these very blood vessels. There is inflammation in the pulpy matter of the tooth; the inflammation is accompanied with a swelling of the pulp; the blood comes in with more power, and the result is that your jumping toothache is caused by the beating of your own heart. Every time the powerful muscles of the heart work they send a pulsing flow of blood to the poor tooth and you feel the effects of it in the jump or throb which seems in imminent danger of tearing off a section of your head.

The pulp is much more thick and strong in the teeth of the young than in older persons. There are any number of nerves present—nerves as acute in their powers of telegraphy as any in the whole system. There appears to be a difference of opinion as to whether the nerves are in any way connected with the more solid portions of the teeth, though some authorities maintain that there exists a close relation with the dentine.

The main portion of the teeth, as regards size, is the ivory, the tooth bone, or the dentine, whichever term you may use. It is porous, in a sense, having distributed throughout it canals or tubes spreading out in various directions. The substances fill-

ing these canals are more or less in dispute, and there appears to be considerable question as to whether they are, as one writer puts it, dentinal or osseous tissues.

The enamel or outer portion of the tooth is a very hard, strong, bone-like substance which, though smooth on the outside, is covered with tiny ridges all over the inside where it joins on the dentine. The enamel is composed of fibres, enamel fibres, differing in various teeth as to their shape, thickness and general direction. As is quite generally known, the enamel which presents a yellowish hue is the one most durable. There seems to be something in Nature's provisions which makes the more delicately white and beautiful teeth less able to withstand the assaults of time. The enamel of the teeth that are white and glistening is much more friable, it breaks more easily, either under the action of some unskillful dentist or by the inconceivably foolish habit of biting upon hard substances or cracking nuts between the teeth. Teeth which have the peculiarly chalky appearance are even more breakable than the white ones, while those which have the bluish-white cast are the most fragile of all. The reason assigned for the yellowish teeth being the most powerful and having the greatest resisting power is that they have fibres which are more uniformly disposed in the whole surface of the enamel. The most durable enamel has a uniform texture.

The cement forms the bone-like covering of the dentine of the root. The cement and the dentine are con-

nected together by a layer of transparent globules.

The exact point when the tooth germ begins to bud and prepare for an entrance into the life of the child is something very difficult to determine. It has a steady and systematic growth, however, and all the time before and after birth, until the child needs the teeth for the purposes of mastication, the processes of growth are at work. The twenty milk teeth, the deciduous or temporary teeth, come along in the child's early life at about the following ages:

Central incisors, seventh month ; lateral incisors, ninth month ; first molars, one year ; canines, eighteen months ; second molars, two years.

These twenty teeth spring from the groove or semi-circle of the tiny jaw, having come up through all the stages of development before birth from the initial follicle or germ or bud. When nature is ready for a more permanent and powerful set of teeth, she sets in with another series of buds or germs, below the first ones in the case of the twenty milk teeth, and to either side of them for the permanent, "unrenewed" teeth. It is likely that the germ or bud of the first permanent tooth starts about the third month of the child's life, after birth.

One of the most interesting acts of nature is the shedding of these first little teeth. Every mother remembers the time when the pearly little jewels in the pink mouth of her darling began one by one to give way to vacant spaces which make the little one's face so unreal, so unnatural in appearance. It is one of the sure tokens of that saddest, gladdest time when

the baby of the household has been lost and the boy or the girl been found.

This shedding begins as soon as the crowns of the permanent teeth are ready for pushing out the milk teeth, as soon as they, through the development of their roots, are crowded up against the temporary teeth. At this time there occurs a strange phenomenon, the resorption of the lower portions of the milk teeth, the taking up into the system of the roots of the temporary teeth and sometimes of a portion of the crown, so that, when your little child has its first loose teeth pulled out, or, by accident, pushed out of their sockets, there is to be seen no long, ugly root, but a cavity in the crown. This strange act of nature has caused much minute and painstaking study upon the part of scientific men interested in the physiology of the teeth. It is believed by some that there is a secret fluid which dissolves the bony substances of the tooth, and by others that certain parasitic cells absorb the substances ; whatever the facts from the scientist's standpoint, it is a most interesting act.

The second teeth usually appear in about this order :

First molars, sixth to seventh year ; central incisors, seventh to eighth year ; lateral incisors, eighth to ninth year ; first bicuspid, ninth to tenth year ; second bicuspid, tenth to eleventh year ; canine, eleventh to twelfth year ; second molars, twelfth to fourteenth year ; third molars, seventeenth to twenty-first year.

There are many very interesting phenomena observed in the practice

of those who have made dentistry something more than the means of keeping the wolf from the door. There has been much speculation and many counter-statements as to a third dentition—as to whether anybody ever did have a third set of teeth. Many examples are given, scattered throughout all the centuries since the time of Aristotle, showing that such dentition does take place. One case is reported—the case of a woman who had passed the century limit, and who gained a new set of teeth in her one hundred and sixteenth year. In case there has been such third dentition, as seems but fair to believe, it is somewhat of a question whether the third teeth came from a new dentinal germ or whether there had been through all the years a germ or bud lying dormant.

Sometimes the very peculiar sight of a tooth composed of two teeth is presented. This is due to a fusion or union of two tooth germs or buds, or from the union of the cement after the development of the teeth. Sometimes there are what is called supernumerary teeth—more teeth than the thirty-two which belong to the normal mouth, or more than a sufficient number of any one class. Very rare cases are recorded where there is a complete absence of all the permanent teeth, none but the milk teeth ever appearing in the jaw. The case of one woman, fifty years of age, has been noted—a woman who never had any teeth from birth. Perhaps still rarer is the absence of the milk teeth alone, though there are occasional cases where several of the first teeth are wanting.

Occasionally some very strange freaks of nature are observed in the teeth, and the malformations are many. One case reported is of peculiar interest in respect to the size of teeth—a tooth the size of a chestnut being taken from the mouth of a girl, eighteen years old.

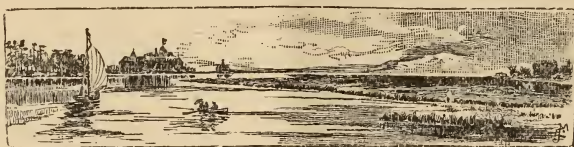
Replantation of teeth, children's teeth, especially, is one of the interesting acts of modern dentistry, and one which is quite successful where too long a time does not elapse between the time the teeth have been knocked out, for instance, and the time when they are replanted. The transplanting of teeth from mouth to mouth in the case of adults has not uniformly been successful, owing largely to the difference in the form of the teeth in different mouths.

Much interest centers in the decay of the teeth, caries, as the dentists denominate it. There has been no end of investigation and discussion of caries; discussion as to what causes it in the first place, whether it is a process from within the tooth or from without, whether it is caused by such substances as sugar, or whether it is caused by leaving between the teeth particles of food. It seems to be pretty generally believed by those who have made the subject a careful study that sugar exercises no direct influence upon the teeth, that teeth which have been allowed to stand in solution of sugar show no appreciable decay as a result. It appears to be pretty generally established also that the saliva is the important factor in the decay of the teeth, either through carrying to the teeth such acids as will produce decay, or by the decomposition in the

mouth of the secretions, thus forming injurious acids. These acids, so it is maintained, extract the calcareous salts from the enamel and the cement covering of the lower part of the teeth and thereby induce decay, or caries.

In this brief description of the development of the teeth it has been a necessity to eliminate many points of interest, the aim being to outline the

growth and development rather than to attempt any exhaustive treatment of special features or lines of investigation. I express my deep interest in the work by Dr. Carl Wedl, of the chair of histology at the University of Vienna, and note the aid I have received from his admirable work on the pathology of the teeth with special reference to their anatomy and physiology.



NURSERY PROBLEMS.

Groundless Fears Concerning a Bright Child.

To the Editor of BABYHOOD:

Two articles in recent numbers of your *BABYHOOD* have led me to consult you on a question I have not yet seen discussed in your invaluable journal.

After fourteen years of married life a little daughter came to us. She is now twenty-two months old, and has been until this last summer a very healthy child; she was fed on condensed milk the first year of her life. Last summer she cut eight teeth in about six weeks and had repeated spells of summer complaint and several long sieges of hives; otherwise she has never had any serious trouble.

When she was about seven months old she began to talk, and has developed in that direction very rapidly, many say wonderfully; her memory seems to us something quite remarkable. When a year old she would finish out every line of Theodore Tilton's "Baby bye, There's a Fly," as she has learned dozens of other little poems by hearing them sung to her; after hearing Jean Ingelow's "Seven Times One" not more than three times she called for "the moon that hit God," and then I found she

knew it all; by giving her the first words she could go through it nearly all.

Now what troubles me is that every one who sees or hears her warns us to "be careful," "don't force that child," "look out for her brain," "you will ruin her memory," etc., till my heart becomes so burdened! but am I forcing her? What can I do? She uses the strangest, oldest terms and expressions. I do not know how to keep her from learning or remembering. Her love for books is something wonderful; the first thing in the morning and the last at night she begs for books. Ought she to be allowed them? She memorizes everything read to her in the shape of poetry.

I ought, perhaps, to state that almost all her mother's family have remarkably good memories. Will you tell me if she is anything more than an ordinarily bright little child, and if I am at fault in reading and reciting and singing to her as all the mothers I have known do to their children? People have told me I would make her idiotic if I did not stop. Perhaps it is only fair to these people to say I have let her repeat these things for their amusement. To-day she put her finger on the different letters in the name of the maker of

our piano, which letters are old English, and said "that's *O*, Mamma, and that's *S*, and that's another *O*, and that's *G*;" the *G* happened to be a capital *C*, but I have known many older people make that mistake in that style of letter.

I may be unnecessarily anxious, but wish you would tell me what is "forcing a child," and do you think I am doing it?

E. J. C.

Our own belief is that what a child learns entirely of itself will not hurt it. Any stimulation or tax is to be avoided. The distinction is sometimes not clear at first sight; but we give you a few hints to help you. You may sing to your baby, of course. Choose simple and unexciting rhymes. Take as few new ones as you can without her demanding a change. In other words, let the singing or rhythm of verse tend to soothe by its music and monotonous repetition rather than excite by stimulation of too many new ideas. Your child is bright, but not abnormally so, and does not need a spur. The friends offer their advice with good intent, but their inferences are faulty. The common brain troubles of infancy are serious types of meningitis. Now all the teaching in the world could not make a tubercular meningitis unless the tubercles were already in the system. It might make an irritation to help a poison already existing. So of some other types of meningitis, and we really doubt if any type can be excited by simple teaching. But mental activity which is taxing exhausts body and mind, and an exhausted body is more easily prey to infection, be it tuberculous or what not.

Let your child enjoy her mental activity, if her health is good, as she desires. But do not suggest subjects

of mental activity by teaching. Under no circumstances either ask her or permit her to recite to others. If it does nothing else it will make her self-conscious. But if she be at all shy, one recitation to others or even to you will fatigue her more than a hundred repetitions to herself when she does not know she is observed.

Evidences of Imperfect Nutrition.

To the Editor of BABYHOOD:

Is ten ounces of sterilized milk five times in the twenty-four hours sufficient and proper food for a baby eighteen months old? The baby walks, is apparently well, though a poor sleeper, and has eight teeth. Is lime water necessary? If so, in what quantity?

Westfield, Mass.

F.

The amount, as such, is probably enough, but there is apparently something defective in the child's nutrition, as the teething is a good deal behind and sleep poor. It may be that the assimilation is imperfect, or the digestion faulty. Lime water enough to make the milk lose its acid reaction will be advisable. If the milk is very fresh when used, one or two teaspoonfuls in a bottle might be enough, if not, a larger quantity will probably be called for.

The Causes of Stammering.

To the Editor of BABYHOOD:

At the age of eighteen months my little girl could make herself well understood in sentences of three to seven words. Since then she has so improved in her talking that now, at the age of two years and three months, she talks like very many children of four and five years. She has a precocious memory and knows all the rhymes and songs which she has heard more than once.

For the past few weeks I have noticed, not exactly a stuttering, but a great inclination to repeat her words even five or six times. She seems to grow worse. She has no diffi-

culty over each word, but simply repeats some. Is it a habit she will outgrow? Or should I consult some medical authority?

She is a sensitive child, and it hurts her feelings very often to know she is not talking just right. M.

The stammering probably needs attention. Many children, who do not ordinarily stammer, will do so when a little out of health, when simply "run down," when their diet is faulty, when their gums are painful, and from a multitude of such causes. Older children stammer when pressed at their studies, etc. You should consult your physician, who will search for all these errors of health and direct you.

The Dangers of Excessive Crying; the Significance of Drooling.

To the Editor of BABYHOOD:

My little boy is seven weeks old and has not rested well at night since his birth. He very seldom sleeps through the day and often only part of the night and then his sleep is broken. He is very restless, his hands, head, or feet are always moving, even when sleeping his soundest; yet he is fat, appears well and is very bright. He laughs, looks around and knows the different members of the family.

(1.) Is it natural for any baby to sleep so little?

(2.) Will it hurt so young a baby to cry much?

(3.) What makes a baby of seven weeks bite and drool over-much?

(4.) Is it to be expected that a young baby must be held nearly all the time when awake?

(5.) How often must a baby of said age nurse?

M. R. K.

Ridgedale, Tenn.

(1.) It is unusual, and such restlessness may be properly interpreted as indicating some departure from a healthy condition.

(2.) Exactly what "much" means we do not know. Children of that age do not cry very much if well, well nourished, not overfed and well managed.

We are not able to say that crying of itself often does harm. It does fatigue. But since we generally interpret inordinate crying as evidence of something wrong with the child, we attribute any lack of well-being to such disorder rather than the disorder to the crying. It is thought that inordinate crying sometimes causes rupture, especially in male children; but it is probable that this occurs usually in those who, by reason of a natural weakness of the abdominal walls, are in some degree predisposed to this accident.

(3.) "Drooling" is an evidence of the development of the salivary glands. The biting may be excited by any irritation in the mouth, gums or throat; or it may be an evidence of some digestive difficulty or inappropriate nutriment. You do not definitely say if the child is nursed or fed.

(4.) No. If he has gotten that habit it is through mismanagement or illness, generally the former.

(5.) If the supply of milk is sufficient, once in three hours.

Unusual Wakefulness; Objections to Sleeping on the Back.

To the Editor of BABYHOOD:

Will you kindly advise me what to do to prevent my child of twenty-one months from sleeping on her back, and also tell me how to break up an habitual romp at midnight? From the earliest infancy the slightest noise has awakened her, and since she has been able to turn, she has refused to lie on either side, though every effort has been made to induce her to do so.

She goes to bed at eight and rises at eight, but never fails to lie wide awake from two to three hours at midnight, and although she does not fret, it is very annoying. No nourishment is given her at that time, and the habit has been decidedly discouraged, yet the romp continues. A scolding would make

her so nervous that no sleep would follow for hours, and coaxing is of no avail. She usually takes a nap at midday, but frequently fails to sleep then, and I am sure she has never had enough sleep.

AN INTERESTED SUBSCRIBER.

You do not say why you object to the child's sleeping upon the back. If she prefers it and sleeps better so, we know of no reason why it should be broken up. If, however, you have a good reason—sufficiently good to make it worth while to combat her inclination in this particular—the means we think least objectionable are to gently turn her upon her side when she is asleep, or else to fasten to the back of the night-gown a roll of some soft material of sufficient size to prevent her turning. Such a roll could be made of cotton batting covered with a piece of flannel or cotton stuff, and be perhaps six inches long and two or two-and-a-half inches thick, like a large sausage. In some ailments of adults in which it is desired to keep the patient from sleeping on the back, the device is resorted to of tying around the waist a bandage in

which some large knots have been made, and arranging it so that the knots shall be on the back. But with a child who sleeps as little as yours, we should not interfere with her method of sleeping without good reason.

We would suggest that you notice whether your child sleeps with its mouth open—is, in a word, a “mouth breather.” A good deal of the restlessness of children arises from obstruction of the posterior nostrils. The mouth has to be kept open, the mouth and throat become dry and wake the child, who may or may not fall asleep again.

As to the nocturnal romp, it is useless to suggest remedies unless the cause is found. If the romp is only habit then only discipline can prevent it. If, however, it be due to some physical cause that cause ought to be sought for and removed if possible; if, for instance, it should prove to be a throat obstruction, removal of that obstruction may cure the whole trouble, and so on.

A MOTHERS' MEETING IN PHILADELPHIA.



ATTENDED a very interesting mothers' meeting in this city not long since, and think that the subject of it, with some of the ideas advanced, may prove helpful to your readers.

It seems strange that in this large city nothing of the kind has been before attempted, but I was told that these meetings have only just been organized; they are held on two afternoons of each week, are open to the

public, informal in character, and are for mutual help and benefit to mothers in the training and education of their children. An appointed chairman presides, who reads a short, selected article from some prominent writer on child-culture and education, and the subject is then freely discussed from the various standpoints of those present.

On the afternoon in question the chairman read Helen Hunt Jackson's “Breaking the Will,” which contains

that remarkable little story of a child of four, who for three days refused to say the letter G, and whose mother sat, ate and slept in the same room with him, neither of them leaving it, until the boy conquered himself and said: "G," "G," "G!" The first thought given to the meeting was whether the phrase "breaking the will," is not going out of use, and whether "educating" is not the better word to use and the better thing to do, instead. Blind obedience, simply because a command is given is likely to make of the child a mere machine, so it was thought that the individuality of each, with all its traits, weaknesses and inheritances should be carefully and thoroughly studied, and whatever will best suit the needs of that child, whatever method will best bring its will under control of the parent, whether it be firmness, gentleness, reasoning or punishment should be used in each case. Firm principles should always be at the back as a support and foundation, but these can be held with such an elastic band as to be modified for each disposition and temperament.

Children, it was argued, are trustful by nature, and the very little ones can be taught to trust so implicitly in mother or father, or whoever has charge of them, that they will obey simply because they are asked to do so, while with the older members of the family it is often well to give reasons why some things must be done, others left undone, or a request denied. Many times a story will bridge the difficulty without arousing any contest of will. For instance, Willie refuses to take his medicine,

and mamma or nurse tells him of a little boy who was sick, just as he is, but who took his medicine so nicely that everybody liked him for not making a fuss over it, and got well very quickly in consequence. Willie is immediately conscious of a desire to emulate him, and the medicine is taken without further trouble. Of course, this will not answer in all cases, but it worked very well in one instance and probably would in others.

There was general agreement that enlightened educators of the present day deprecate corporal punishment, notwithstanding the assertion of some thinkers that children up to the age of three and four years are mere animals, and should be made to obey by force of feeling the effect of physical pain. This is not considered the best and wisest way to develop the child and educate, not break, his will. The doctrine of love should ever prevail over that of fear, and the true mother will feel her own responsibility to such an extent that she will be quite sure that it is the right thing before she gives a command.

"Don't" is too often the rule in many households, and mothers are apt to forget that there are certain activities in every child which must find an outlet, and if not turned in proper directions will turn themselves in wrong ones. So the mother who asked what she should do to keep her little one from rummaging the bureau drawers was told to let him rummage until she found something that she preferred to have him do instead. A properly trained child, it was argued, will not need force, a spoiled one always will, and it is from this class of children

that we have, when grown, the anarchists of society. All their lives they have rebelled against lawful authority; they rebel against and defy it still. Every child should be taught to submit to a certain amount of authority in the home, to feel that there is a wisdom and power there, higher than its own, to which it must yield, because it is right, without always knowing the why. We are training our children

for all time and eternity, not for to-day nor to-morrow, and in this way a mother lays the foundation stones for that love and respect for, and that obedience to that still Higher Power to which we all submit.

This is a summary of some of the views expressed. Subsequent meetings may deal with subjects of a more special character.

NELL GRAHAM.



THE BABY'S MIND.

BY ELAINE GOODALE EASTMAN.



T'S just a little world apart,
A world I long to see,
But something whispers
to my heart

That this can never be.

From its two shining windows peep

Two merry little elves,

But why they laugh and why they
weep

They scarcely know themselves.

Its cunning doors are not shut tight,

And often there appears

Upon the sill a tricksy sprite

Who speaks to foreign ears.

I wonder much who dwell within,

I wonder what they say;

And how I wish that I could win

A glimpse of them at play!

O busy little, happy world!

How much I long to know

Those pretty thoughts that all day
long

Fly lightly to and fro!

NURSERY HELPS AND NOVELTIES.

Welcome Offerings for the Little Stranger.

Christmas, New Year's and Easter arrive regularly, and greetings for those occasions are in order at their proper time; but the advent of the little stranger is ever with us, yesterday, to-day and to-morrow. The "greetings" prepared by admiring relatives for the *fin-de-siècle* infant of to-day would surely rival the gifts which the wise men presented so long ago to the Christ child. But in lieu of the wherewithal to purchase jewels, gold and silver, my "ingenuity" has suggested to me several unique little offerings for his infantile majesty, which, as they are original, may interest other unfortunates with limited pocket books.

If Baby's parents are fond of a joke you can remember babykins with a switch. Procure a good willow switch, treat it to a coat of white enamel paint, and tie a generous bow of wide, white ribbon around the handle. Upon the ribbon bow letter in gilt, "Spare the rod and spoil the child."

Sachets are always pretty, and especially so when placed amid Baby's wardrobe. Get half a dozen "baby" envelopes. Fill them with violet powder, then seal them. Get the best quality of white baby ribbon. Tie this around each envelope *both ways, i. e.*, crossing it at the back, and tie with a bow. Seal the bow with white wax (if you have it) to the envelope. Then letter upon the envelopes: "Sweets to the sweet," "Violets sweet, that soothe and charm," "More welcome is the sweet," "A babe in the house is a well-spring of pleasure," "And all that life is love," "A

mother's pride, a father's joy," or any other sentiments you may deem appropriate. Mamma will certainly appreciate the baby-sachet, to hide away amid the folds of Baby's dainty wardrobe.

An embroidered flannel starch bag, or even two or three, are a fitting remembrance of baby's earliest days and mamma's care; or a new material may be employed. A powder bag (it is best filled with the regular prepared baby powder, which can be had at the druggist's), can be made out of a double thickness of bolting cloth. A cute idea is to cut out one bag the shape of Baby's sock; another the shape of Baby's mitten; and to trim the top of the sock, and the wrist of the mitten, with a ruffle of real lace as a finish. Make the sock (or mitten) of bolting cloth, by cutting out two pieces of bolting cloth the shape of the sock (or mitten), turning in the edges and "button-holing" the two pieces together with silk floss. It is best, however, to make the sachet double (two thicknesses of bolting cloth), so that the powder will not come out so freely.

For weighing the baby take an ordinary slit basket, gilt it, or paint it white or baby blue. The basket is more elaborate if all the slits which run one way are painted one color, and the slits which run the other way another color. Use silver and gilt bronzings, or white enamel paint and gilt bronzing, or light blue enamel paint and silver bronzing. Pad the bottom, sides and ends of the basket generously with cotton. Over this put a covering of white

or light blue china silk. It is prettiest to bring the lining out over the edge of the basket, so as to form a kind of edge or trimming of the silk, on the outside of the basket. Tie a pretty bow of ribbon to match on the handle of the basket loosely, so that the scales may be put through the ribbon when Baby is weighed. Letter on the basket if you choose, "How much does the baby weigh? I weigh $2\frac{1}{2}$ lbs. or 3 lbs." (as the case may be), according to the weight of the basket. Thus the basket weight may be subtracted from the entire sum that Baby weighs in the basket.

A comforter and pillow (*en suite*) may meet your fancy as a remembrance for Babykins. Consider (not the lilies) but the daisies, how they grow, and make Baby a daisy slumber robe and pillow to match. Eider down is the nicest filling, but cotton batting and feathers (if Pocketbook & Co., are limited) are better. Make the slumber-robe about a yard long by nearly a yard wide or the width of the goods and of white china or lining silk. Tack it, occasionally, as slumber robes are usually done. Wherever the slumber robe is tacked "materialize" a daisy. Get white satin or velvet ribbon about one-third of an inch wide and make a rosette of it, so as to represent, as nearly as possible, a daisy, making a center to the daisy of yellow velvet ribbon. The pillow should, of course, have a white lining into which the feathers are put. Cut this out daisy shape and "over-cast" the petals together. Make a cover the same shape, of white silk, like the slumber robe, and put the pillow proper into this cover, and make

a round center to the daisy of yellow velvet. This center had best be made separate and slightly wadded and sachet powder put in it. Then this yellow center can be sewed to the daisy proper. It is understood, of course, that each petal of the daisy stands out separately and is filled with eider down or feathers.

Another unique gift for deft fingers to manufacture, by the aid of thread and needle, is a traveling bag for his baby majesty. This can be made of linen, and embroidered in wash silk. It should be made with two compartments, one of which should be lined with oiled silk. As good a design as any, is to make the bag of ample proportions so as to hold at least six or eight of Baby's "indispensables," and to draw it together at the top with linen tape for draw-string. Make a spacious pocket upon the inside of the bag of the same material, but line it throughout with oiled silk, where "damp necessities" may be placed while Baby is abroad. A conventional border, worked in wash silk, seems the most appropriate decoration for the bag. Mamma or nurse will find this convenience, if not a thing of beauty, a joy or comfort forever.

You can send Babykins a remarkable necklace if you will, made of safety pins of the ordinary variety, if you cannot indulge in the silver articles. But to make it at all worth while, be sure to make it long enough. It may be composed of three or four different sizes of safety pins put together with regularity, *i. e.*, so as to carry out a certain design, according to the size of the safety pins. If there are few sizes used, put in as

many as three dozen pins of each size. Place these in some kind of a dainty silk-covered box, or china box with cover, or silver jewel box, and write upon your card, "For Little Miss Baby. Even as this necklace is without end, so, I trust, may be the happiness of your new life. Yours, etc., ———." And the nursery, I assure you, never has too many safety pins.

MARY MAXWELL.

The Usefulness of Vaseline.

For many years in our family vaseline has been a standard remedy. I was told by a lady that it would prevent any discoloration of the skin from bruises, or soreness from scratches. For some time I did not believe it, but after once trying it, I have been a strong advocate of its use ever since. My youngest baby had an exceptionally delicate, tender skin, and most powders I tried irritated it, so all through her babyhood until her second year I put a suspicion of vaseline in all her deep creases. The yellow vaseline will stain all clothing, so I have always used the white, which, though more expensive, gives me no apprehension that it will stain, for I never could find a trace after washing, even on her little cashmere shirts.

Pasadena, Cal.

A. D. S.

Teaching Our Little Ones to Be Helpful.

A large family is a very great burden, but I think most people will agree with me in thinking that, as a rule, other things being equal, the children of a household thus blessed make more unselfish and efficient men and women than those in small fam-

ilies, who have always had everything done for them. All children, the healthiest, best tempered children, need a great deal of care. We all know that. It is also true that they need some sensible *letting alone*. It is this letting alone that develops in them the power of *helping themselves*. The child who amuses himself with a few playthings is happier than the one with a nursery full of toys, and a mother or nurse to devote herself to him.

When he becomes tired of play and looks about for something new, then, I think, with a little tact, we may turn his energies into the channel of helpfulness to others. One who has never seen this tried would be surprised to see how happy very little children are made if they think they are helping. Their self-respect awakens, and the daily performing of little things to "help mamma" goes, a great ways towards making them useful, self-respecting men and women.

My little girl, two years old, likes to dust the chairs, and brush papa's coat "all clean and nice." She will busy herself for a long time with a damp cloth (not wet) making the door-knobs shine, and rubbing the wood-work in the kitchen generally. These and other little things take up much of the time, keeping her happy and active, as well as out of mischief. Her brother, two years older, can do many a little real service to other members of the family, and expects to do them. In this way helpfulness becomes a habit; and what a blessed habit it is for the giver as well as the receiver!

I hope you will give my remarks a place in your department of "Nursery

Helps," although they may not be "Novelties" in the strict sense of the word.

A MOTHER.

Antiseptic Wool.

An article not generally known to mothers, but invaluable in case of need, is "Antiseptic Prepared Wool." In all cases where it is necessary to protect the chest and throat and to maintain an even temperature a "jacket" of this material will prove a veritable blessing. It is made by taking oiled silk and cutting two pieces of suitable size, exactly the shape of the back of a man's vest. Then lay one of the pieces on a sheet of the wool, and cut the wool about one-half inch larger, turn

the edge of the wool over the edge of the silk and stitch it through all around the edge, and also tack it with needle as a "comfort" is tacked, in three or four places through the body of the piece to the silk to insure it to keep its place. When the two pieces are prepared in this way, place one on the back and one on the breast of the child, bring the parts together at the sides and over the shoulders and secure with safety pins, lapping the edges enough to make it fit.

For rheumatism, too, the wool ought to be excellent.

It is sold in boxes and may be had of Geo. Merritt & Co., Indianapolis.
M. R.



THE PLEASURES OF GIVING.

THE mother or guardian who begins with her little ones while still in leading strings, teaching them to hoard every penny for the mere sake of saving, need not read this article.

Giving is healthful. It enlarges the soul, produces thoughtfulness for others, and a happy feeling within of having done right. Johnny should learn before donning kilts that he must share fruits and "goodies" with brother or sister or little playmates.

Let the mother help him cultivate the art of giving largely and freely, because it is right. He must not expect reward for so doing. And herein do many good people err. When a child goes to a neighbor bearing a childish offering, a gift of love, it is wrong for the neighbor to say, with kind but mistaken ideas, "I'm going to buy you something nice for this." She may easily and unintentionally undo any good the mother is striving to inculcate in her child. It is contemptible to give for the hope of receiving, or

for the purpose of paying back what another has presented. Even adults do not always comprehend that such a motive should never accompany a gift. Give because you want to, because you can make a bright spot in another's life, or because you wish to remind an old-time friend that you still think warmly of her, notwithstanding the press of cares which has made letter-writing to her grow less and less frequent.

Intrinsic value has nothing to do with genuine, heart-whole giving. No one with a grain of common sense will think one whit more of you because of extravagant gifts upon your part. Beautiful tokens are usually acceptable; yet, after all, it is beautiful service—the kindly thought, the generous act—which is of far greater account. Teach wee ones to find pleasure in giving, in remembering others at Christmas-tide and between whiles. Their own small banks are large enough to buy acceptable presents.

One of the happiest features of my childhood was that of family giving. No birthday in the little circle ever occurred without due remembrance from each one. For weeks before-

hand, private consultations abounded; and when the auspicious day came, happiness was reflected as strongly from the others as from the one who was honored with gifts and attention, as being one whole year older than upon the day previous. And so with Christmas. How the dear little sister and myself would ponder and discuss the many things we would buy for our loved ones! No matter if our minds changed frequently. I verily believe the anticipation of receiving was less keen than that of giving. My generous-hearted mother did not confine these little tokens of remembrance to the family. As easy was it for her to think of others and do for them as for the rain to fall upon weeds as well as flowers.

American children are naturally prone to love money too well. Therefore see that their ministrations are not all for self and the family circle, but are far-reaching. What if they occasionally overdo? We would not purposely rear close-fisted, small-minded children. Encourage liberal giving. For soon these little ones will swell the great army of anxious, struggling, hurrying bread-winners.

ESTELLA TUCKER KNOTT.

BABY'S WARDROBE.

Spring Fashions.

One day, while passing through one of the art museums of Europe, I espied a glass case containing some tiny garments made of fine lawn and costly laces. They were part of the layette of a baby prince whose life, fortunes or misfortunes, together with his illustrious name, were mentioned at length

in the catalogue which I held in my hand. I remember how I wondered at the time how so great a personage could ever have worn such small clothes, but on inspecting the layette of a present-day baby I have come to the conclusion that perfection of clothing in that quarter is at last reached. The children of our time have plenty

of room to grow in, and daintier lace and finer lawn than the yellow relics in the glass-case clothe their little limbs.

As the little one grows older, what a bewildering number of designs in short dresses for the mother wishing to purchase!

The summer outfit, (illustration No. 1), shows a pretty style for a baby boy. It has the new blouse effect, is made of fine nainsook, with yoke of alternate rows of tucks and embroidery; a double frill outlines the yoke; the sleeves are full and have cuffs edged with em-



broidery, and the skirt is finished with a deep hem.

A guimp dress for a little girl, (illustration No. 2), shows her plump shoulders and dimpled elbows. When worn without the guimp it has a very pretty effect. The yoke is of fine embroidery, trimmed with Valenciennes lace in alternate rows, and finished with a double frill on the shoulders. The sleeves are full to the elbow and finished with two deep frills. The baby waist is

finely shirred and has a band of narrow embroidery.

Hats also for boys are quite different from the girls', and yet are perfectly baby-like. Piqué reefers, with embroidered sailor collars, or fine little silk coats, though not so expensive



as formerly, will be found to wear quite as well.

For information regarding the above dresses thanks are due to Best & Co., of New York.

R. G.

An Economical Infant's Band.

I have recently adopted a band to my satisfaction, made in the following way: I took the body part, which was still good, of a discarded, soft, knitted, woolen under-vest, cut it into strips about six inches by twenty inches, bound it with soft tape, and fastened shoulder tapes to it, also one for pinning it to the diaper.

Sutton, Quebec.

C. D. H.

A Four-Year-Old's Costume, Devised by Himself.

"Oh, mamma, I'm going to dress up and be a soldier!" Thus says Four-

Year-Old. So mamma's ribbon box is brought into the play-room. A large bow tied on the head serves as a "celmet," and a piece of velvet as a "bres-plate," and a discarded tidy hangs from the rear. Ribbons, innumerable in number and color, tied around neck, arms, wrists, waist and legs complete the costume. Even Little Six-Months is captivated and laughs heartily during the dressing.

"Don't I look pretty nice? Now, where's my band, mamma?" The tin-pan and nine-pin are soon found, and the march begins. The men at work outside call him "Buffalo Bill," and mamma suggests an "Indian on the War Path;" but "soldier" seems to be the proper name.

"Do you want to know where Baby's pins are?" and Four-Years-Old, after laborious hunting, shows me where he has used the gold pins to fasten on some of the ribbons. He rearranges his necktie and says, "There! that looks a little more pretty."

The rocking-horse also must be decorated; and the two remind us of Don Quixote. If Four-Years could dress up Six-Months as he very much wanted to do, we could indeed add Sancho Panza to the group. H. C. N.

The Virtues of Mexican Blankets.

I was very much interested in your article on "Fresh Air and Fur Robes for Babies." I have tried the same experience with two of my babies, only I did not have the fur robes. About 10.30 A. M. Baby is dressed for going out. I have two Mexican blankets, which are very light and warm. One I put on her pillow in the sled, and the other is put over her. We never hear a sound from the time she goes out till she comes in, about 3 or 4 in the afternoon. She always comes in as warm as if she had been in the cradle, and always in the best humor. She goes out in all kinds of weather; when it is raining I put a waterproof over her.

My babies have been sent out with the thermometer registering 10 to 15 below zero. They have wonderful health, having never had a day's sickness, and I think it is due to the quantities of fresh air they have. In summer they are out all day, and I encourage them to run barefoot.

All my friends think I run a great risk in exposing my babies in all weather, but I may safely say not any of their children are as free from sickness as are mine. H. F. HALL.

Charlottetown, P. E. Island, Canada.

A DISSATISFIED BABY.



WAS talking with another baby this morning while I was in the park, and my *bonne*, Lisette, was flirting with a big man who wore a blue suit with brass buttons on it. She was a poor baby, and I wish I were like her.

I am one of the richest babies in the world, but what does a baby want with money? I would rather have a really and truly mamma who loved me, and fed me and played with me, than be heir to the whole earth. I have a *mamá*, with a strong accent on the last syllable, mind you; do you know

there is a great difference between a mamma and a mamá. Mary (that is the baby I saw in the park) told me all about her mamma. Her mamma doesn't like *bonnes*, but Mary's sister, Dora, brings her out in the park every day and takes such good care of her. Her buggy has a green top, and the light doesn't hurt her eyes as it does mine. My buggy is a beautiful, dazzling-white affair, but I must say I'd be willing to swap it for one like Mary's funny-looking little thing.

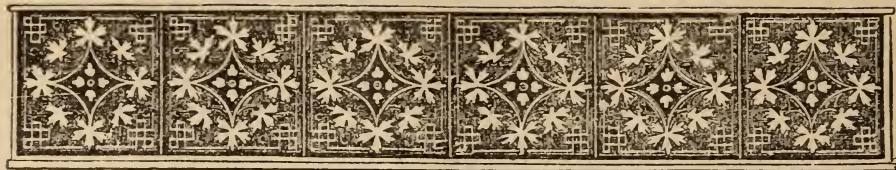
Lisette is not careful of me at all. She doesn't like me, except when there is some one around who will "tell on her." If I cry when we are alone, she shakes me until you'd think my little pink toe-nails would surely drop off, and calls me a "cross little brat." If Mary cries, Dora tries to find out what hurts her, and pets her. Sometimes Lisette just rams my milk bottle (Mary didn't know what a milk bottle was till she saw mine) into my mouth when I cry, and makes me eat whether I am hungry or not, just to stop my "squalling mouth," she says. Then I eat too much and get sick, and she gives me a dose of medicine that makes my head swim, and then I go to sleep.

Oh, if I could only tell my pretty mamá all about it, I wonder if she wouldn't stay with me some times her-

self! I guess she couldn't find time, though. She always has to be attending functions. I don't know what a function is, but I suppose it is something much more important than babies, and only rich society people can go to them. Mary says her mother never goes to them at all. And besides a mamma and a sister, Mary has a "daddy" who plays with her and loves her; I have a papá, I believe, but he lives at clubs mostly, and I hardly know him from a broomstick. I also have a sister, but she stays with the governess, or the *Del-sarte* woman, or the dancing master, or Herr von Broeck, the music teacher, all the time. She is getting ready to "come out" three years from now, so I heard Lisette tell another *bonne*. "Coming out," they say, means: "I am bid how much? Going, going, gone to the highest bidder." I don't see why my sister should want to marry for money when she has so much already. I hope I won't have to be that way, too, but I suppose I will, being, as the newspapers call me, one of the lucky babies! Oh, if they only knew! All I want is a mamma, and the more money I have, the less mamma I have, for it only makes more functions!

BARRETT LELAND.





THE MOTHERS' PARLIAMENT.

A Plea for Mutual Confidence Between Physician and Patient.

—“Every true mother ought to know just what her child is taking, so that, should the child again suffer with the same trouble, she can at once repeat the cure, without incurring the danger of delay.”—*BABYHOOD for last November.*

For a number of years I have hoped that this subject would some time be mentioned in *BABYHOOD*'s pages. Not only does the country physician often give evasive replies to an inquiring mother or attendant, city physicians also are in the habit of mystifying those who naturally seek for light. I will pick out two cases of such answers in my personal experience, though I could tell many more, both from personal observation and otherwise.

I once asked a physician having a very extended city practice, what he had given to my child, and received the reply, “Hodge-podge, I fixed it up myself.” I was much younger then and felt rebuked for asking, so meekly said, “I only asked that I might know what to give next time. Please give me some to keep in the house ready for another occasion.” On thinking the matter over, I regretted my meekness. I felt the reply to be discourteous. About a year later the child had a similar sickness, and I used the “hodge-podge,” but it failed to help. I had moved from the city to a county town, so a different physician was called.

He prepared some medicine and gave directions as to its use, and I said, “What is it, Dr. —?” He replied with great dignity, “I never tell my patients what I give them.” Perhaps I should have accepted this reply had I not had the other experience. I, however, answered, “I am not the patient—I am the mother and nurse. I do not ask with any intention of practicing medicine with what stray knowledge I can glean. I have received no training for such a profession, else I had not needed to call you in now. I think any mother of ordinary intelligence has the right to know what she is administering to her child.” He looked at me for a moment, and then in a slightly different tone remarked, “Well, the reason I do not like to tell is, sometimes I change the medicine. Individual cures require individual treatment. I'll tell you in a day or two.” I did not discuss the matter further, but in a day or two I asked again and was told.

Now for the physician's side, of which I am not unmindful. We know the physician has given many years to the preparation of his life work. After completing his studies and receiving his diploma he opens an office and waits for patients. He has something to sell—his knowledge; the public are his customers. It may be said the business part

of it is the least, but it is there. I know of a town where the physicians have made a schedule of prices, have a printed fee table hanging in each office, showing that business is their object. A family physician of long standing is a rock of refuge, and receives a respect and love from his patients' families like to nothing else. Oh! blessed family that has such a trusty friend and adviser.

There are in some families hereditary tendencies which render certain remedies, sometimes simple ones, productive of harm rather than good. In our need of medical help, we sometimes call the nearest physician. Must we stop him on the threshold and relate family history and keep him from the patient while so doing? It is said one should tell the exact truth, withholding nothing, to three advisers, his clergyman, his lawyer and his physician. No one would hesitate to tell his physician family tendencies and feelings in case of need, but most of us would shrink from pointing to the spots on our arms needlessly. It will be said physicians keep such confidences inviolate. Most of them do, but occasionally we meet one who lets the secrets of his patients' families slip out.

To attain the result looked for—recovery full and complete—perfect understanding by the nurse of the case is required. We are not medicine giving machines, but intelligent mothers. Physicians need not fear to lose business by explaining to the mothers the nature of the remedies they give a trifle more fully than is at present the practice. So long as sick-

ness remains in the world, their services will be eagerly sought and confidence bestowed where confidence is given.—X. Y. Z.

Teaching
Versus
Training.

—Children, speaking generally, are too much instructed and too little

trained. It is not a fault of our day particularly, on the contrary, there has been without doubt a measurable reformation resulting from the great interest taken in home and school education, with a more practical side than ever before. Nor does the starting proposition profess to be a discovery, as the facts prove, since a change for the better, where much wisdom and effort are involved, is commonly preceded by discernment of a need.

Good Dr. Isaac Watts was perhaps not an expert ornithologist, but his immortal "Birds in their little nests agree," has furnished motive for peace among the children of a myriad families; in fact, no mother would be without it. In moral instructive force it stands beside the Westminster catechism in religion. And still, young brothers and sisters do disagree, and will, more or less, so long as they are human, however well grounded in the theory of perfect living they may be.

Accepting the inevitable, we come to consider what are the wisest measures, not of restricting the fault only, but especially of averting a threatened disfigurement in character formation. It would seem a common mistake to count their petty "falling out" a serious misdemeanor, and in taking ourselves too seriously as correctors

and reformers we shall impress the children with an undue sense of their grievances—each party, of course, believing itself the aggrieved.

When a lively child gets a fall or a brier scratch, or even a bee sting, it may cry, but it brightens up and resumes its sports the minute the pain ceases; it does not enter angry complaint, or sulk or seek revenge—its training happily sparing it that prolongation of suffering. Earlier than it can remember, the baby began to be conducted through these inevitable skirmishes with nature in heroic spirit, with maternal chirp and cheer that later resolved themselves into the language of “never mind!” Ethan Allan’s “Up and at ’Em!” or Gen. Grant’s memorable “Lick ’Em To-morrow, Though.”

It might be for the general good if childish dissensions among children, instead of being fastened to their minds by rebuke and argument, were dismissed with somewhat the same lightness and valiantness. To men and women coming in contact socially and industrially with life as it is, as these soon will, supersensitiveness respecting the slaps and stings received from the world is a deplorable misfortune. What can’t be cured must be endured, ignored is the better word in this case. The family life of a child is its initiation into the broader world and larger brotherhood of man.—*Lavinia L. Goodwin.*

tional Journal, such as “Hobbies on Primary Teaching,” “How to Amuse Children During Rainy Recesses,” and tell my ways of “Teaching Reading in Primary Schools.” It occurred to me that it might be acceptable should I write to you how I managed my three babies, and did all the housework during two weeks in January.

My mother, who had been very helpful in many ways, was suddenly called to the sick bed of her sister; a few weeks before we dismissed our servant, thinking we might, during the short winter days, save not only the expense of her wages, but also what she helped herself to. Perhaps, right here, it would be well to mention the ages of our babies; the oldest, a big, strong boy of two years and ten months; the others twins, age seven months. Some fond mother will be shocked to learn that these dear, little twins wear colored dresses! Yes, pretty blue outing cloth, which will make night-gowns next summer.

We rise somewhere between six and half-past six, and have breakfast at seven o’clock. For breakfast this morning we had boiled potatoes, mutton chops, coffee, fried cakes, bread, butter and sauce. To-morrow we will have hominy—which is cooked to-day—fried potatoes, eggs (we can afford fresh eggs, since we have seven, out of twelve hens, laying), pancakes, etc.

The boy’s papa usually dresses him, while I make the babies comfortable and give them their breakfast and leave them to take a nap. When they both take an early nap, that gives a good chance for the morning work to get done; if not, all is delayed, because our babies come first. Then, too, one

A Busy
and Economical
Household.

—Before I was married, and while teaching, I was permitted to write little helpful things for our State Educa-

is often hindered by a neighbor coming in to gossip, perhaps taking the best hour or two of your day, as one did this morning, just after I had finished a custard and salad for dinner, and planned to sew. She came to learn how I got along and why I dismissed my domestic. All the information she got she has willingly distributed among the other neighbors, thus saving me the trouble of repeating it. It was beyond her comprehension how I found rest and recreation in letter-writing and reading when the babies were all asleep, as they usually are at noon. She asked me if I didn't hate to wash dishes? It probably doesn't occur to her that her *mind* might be otherwise employed! She actually works harder, not to mention the greater amount of time used hunting for people to serve her, than it would take her to do the work.

My husband feared I was overdoing, but I explained to him that the reason I could so easily accomplish so much was because everything about the house was so convenient. Our parlor, sitting room, and nursery are all in one; a nice, large room, facing the south and west. East of this room is the family bed-room. North of it is the dining room and kitchen in one, separated by a pretty screen. In the kitchen I have work table in front of me below a west window; under the table is a tightly closed earthen jar with bread; at the right a gasoline stove and at my left cupboards; at my back is the dining table, after setting the screen aside, where the dishes are replaced while being washed. We buy nearly all our cakes. During the

spare moments after the babies have had their bath, their necessary daily washing is done. Sweeping, dusting and bed-making, mending and the like also come in when babies don't need attention. The boy has learned to help himself in many ways, which he rather enjoys and keeps him out of mischief. Mamma occasionally steals away a moment at a time to see what he is up to, her eye is on him always, in-doors and out-of-doors. It might be mentioned that he always falls asleep hugging a small pillow, which prevents his hands finding mischief to do and thus forming bad habits. His older brother used, at that age, to fall asleep with his doll in his arms.

Mamma gets the fresh air after papa has had his six o'clock dinner, while he oversees the babies eating their evening meal. All three babies are usually asleep by seven o'clock; then the odd ends are caught up and preparations made for the morrow's breakfast. It is necessary to retire early. Our babies still have one meal in the night.

It is to be hoped the reader will not be narrow enough to think that the writer considers herself "smart." For the object of this letter is simply to show how a fond mother prefers no other enjoyment to the caring for her infants; and how improved methods in house-keeping lessen labor, and combined with old school philosophy will aid one in an emergency.—*Dixie*.

<p>Equality Between the "First Best" and the "Second Best."</p>	<p>—The article headed "The Second Best Baby," in the Feb- ruary number leads me to add a remonstrance in another line. One cannot well avoid the atten-</p>
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tion and admiration bestowed upon the new arrival, but why should not Baby No. 1 be the chief adorer?

Our first baby, now three years old, does not by any means feel that she "is nothin'." When I began to prepare the wardrobe for the little stranger, I told her that a dear little baby was coming to our house, and many were the plans we made for her reception. She was to tell her papa and no one else, and in the months following was faithful to her trust.

As I worked we talked about the little one—how Baby would love her, how she would grow and run and play with her, and even decided what playthings she might take. Nurse and friends were cautioned to make no remarks such as "Your nose is out of joint now," and we took every precaution to avoid that feeling. Her delight on seeing the wee one would be hard to picture. I had always had the personal care of her in every way, and she rebelled most strenuously against any one else taking my place. But do you think she blamed the "newcomer"? On the contrary, the thing which made her most willing to submit to others was that "mamma could stay in bed and take care of Baby." Naturally a self-willed, independent child, she as yet has shown no spirit of jealousy or selfishness, and is never so ready to run errands as when it is something for the baby sister.

"Ain't 'at nice, Baby?" and "Is 'at dear 'ittle baby?" are frequent remarks, and she is always ready for me to leave her if I have anything to do for the baby. Warned beforehand that I did not know how badly I would feel when I had to "turn off the first

baby," I am thankful to say that neither she nor I have known anything of "turning off," and have simply added a new treasure and a new interest to our life.—*R. W. P., Peoria, Ill.*

An American Pe-
destrian With a
Gait of Her Own.

—In reply to X. Y. in "The Mother's Parliament" of January's *BABYHOOD*, I would like to say that our youngest child trots around in the manner described by Mr. Buckram. We have been very much amused by her peculiar gait, and are glad it is thought to show strong physical development. In other ways we have noticed that our baby seems remarkably strong.—*A. W. H., Windsor, Conn.*

On All
Fours.

—*BABYHOOD* asks whether other babies, besides the one described in the January number, have walked, like animals, on all fours, instead of creeping. I have heard from my mother that that was my own method of getting over the ground, before I could walk upright, only in my case the knees were less bent and nearly stiff. As the fact seems to be considered an interesting one, and is thought to show extra strength, I will add that, like the baby mentioned, I belong to "the weaker sex," which some people think is by nature the stronger. As a middle-aged woman, I have been told by a doctor that I had quite exceptional strength, though he was speaking of my power of endurance and recuperation rather than of my muscles.—*A. P. C.*

Another Instance
of Remarkable
Memory.

—Reading "Memory in Early Childhood," in the January number of *BABYHOOD*, made me think that perhaps it would be of interest to the readers to hear of another instance of remarkable precocity in this respect. When my little girl was two and a half years old (she is now four and a half) she had scarlet fever, and had to be kept alone in one room for one month, and during that time I read to her little pieces, mostly poetry, suitable to her age, from an illustrated book. Some time after her recovery we noticed that she was repeating from the book five or six pieces of six or eight verses, four lines in a verse, nearly every piece in a "Mother Goose" book. She seemed to remember them from the pictures, and seldom missed a line or word. Through the advice of friends we have stopped reading to her, for fear of overtaxing her memory, as she memorizes everything we read to her, frequently repeating line after line of prose after hearing it a few times.—*N. N., Cemetery Station, Tenn.*

A Country Mother's
Comprehensive
Request.

—Having been an ardent admirer of *BABYHOOD* for five years, enjoying each number as it came extremely, I feel that I am enough its friend to criticise it a little, and put in a plea for country mothers. As I live myself five miles from the nearest doctor, with the great probability of finding him away on a trip to a patient living within a radius of from one to twenty miles, I have often taken up the magazine

eagerly on reading a heading on some subject puzzling me at the time, only to feel rather the irritated hungry feeling of my childhood when mother announced "no dessert for dinner to-day."

And so I would beg of *BABYHOOD* that it should now and then be a little less cautious in its advice. Possibly put in a "strictly private, for country mothers only," adding "if you will promise not to tell a town mother we said so, give so many drops of so and so, every so many hours, but do not give more than so many doses." I agree with "A Grateful Reader" in your issue for December as to the meddling by outsiders with a case under a doctor's care, but have great sympathy for the neighbor whose first impulse was to meditate about simple, absolutely innocent remedies which might stop the "member" from bleeding to death, while I (in a possible parallel case) had quietly sent for the doctor, who might not arrive for from ten to twenty-four hours.

You city people, in reach of all the improvements of modern civilization, probably look upon household devices with an indulgent smile, forgetting our difficulties, but some good "members" have been raised in the back woods, where neighbors have to help each other with what intelligence they have.

What we country mothers want is advice in detail. Tell us what medicines we may need and what doses to give, particularly when to stop the doses. Tell us of some good standard tonics to send for by a neighbor going to town; for instance, Wyeth's "Beef, Wine and Iron," can

we use small doses of that after a protracted cold? Shall we have "Castoria" on hand as a laxative? In other words do tell us all you know.

I write this with an earnest desire to help you to help me who need it, and because the advice which has proved most successful with my three little children has come to me from doctors who could not see the children, but trusted to my carrying out their directions, and I am not a person of more than average intellect.—*R. C. A., National City, Cal.*

—Is it proper to
 A Momentous teach children to
 Question. say "Yes, sir" and
 " Yes, ma'am," or
 simply "yes" and "no"? What is
 the general custom?—*R. C. F.*

Wisdom's —A wise man will
 Part. leave the diet of
 his babies largely
 to his wife if she is as wise as he
 declared that she was when he married
 her, and if she has materially increased
 her wisdom by reading *BABYHOOD* from
 cover to cover ever since her babies
 began to come.

If your wife says that the baby must not have berries and cucumbers, the husband should not "pooh! pooh!" and declare that he was "raised" on all of the things his wife forbids his baby having, and they never hurt *him*. Don't cite your grandparents and tell how they lived to be ninety on strong coffee three times a day, pork, pie, cucumbers and cheese! If they did, they probably lived an active out-of-

door life and their entire environment was widely different from that of your children. And what about their mental capacity? Do mighty intellects develop on a diet of hot bread, pork, pie, coffee, pickles and cheese? I feel perfectly sure that if you will investigate the matter you will find that the children who "eat everything" with apparently harmless results are lacking in the intellectual vigor of children who are fed on the things adapted to the needs of childhood.

Supposing you inquire into the school standing of the children who eat candy and pickles at will and who have their strong coffee for breakfast every morning. If this diet miraculously fails to affect the child's physical powers it is certain to weaken his intellectual ability. But in most cases both the physical and the mental development are arrested by a total disregard of common-sense principles in the daily food of children. The candy question alone is becoming a serious one, not only as regards children, but as regards parents also. Candy does look so tempting, and many parents eat more of it than is good for them. The penny shops where candy is sold are almost as much of a menace to childhood as the saloon is to fatherhood and motherhood. The candy sold at penny prices is invariably of the poorest and, therefore, the most dangerous quality. If candy is eaten at all it should be of the best, but if children could never know the taste of it until their tenth year it would be a great gain for them. But in this respect mothers sin as much as fathers.—*K. L. C.*

No Time.

Many good women have no time to concoct toothsome but unwholesome dainties for the demoralization of their families; but some fetich of ancient custom, which bade housekeepers gratify the family palate irrespective of any other consideration, impels them to do it. They have no time for haunting the shops when they have nothing to buy and there is nothing important to see. They have no time to spend in empty society functions, nor in meaningless, formal, old-fashioned "calls."

On the other hand, only the most strenuously employed have no time for an hour's good reading each day; an hour's healthful exercise in the open air, clearing the brain and sweetening the soul; an hour for the cherishing of choice friendships by the genuine letter-writing or face-to-face exchange of thought and aspiration; and more than one hour or two daily in the pursuit of some useful life work in philanthropy, art, literature, or science. Time was given us on purpose that we might spend it in such duties as these.

FEED THEM PROPERLY



and feed them carefully; reduce the painfully large percentage of infant mortality. Thousands of little ones are lost each year by diseases directly traceable to wrong feeding, and the majority of them from impure milk. Take no chances in this very important matter. The

Gail Borden Eagle Brand

Condensed Milk has saved thousands of little lives. Use it for your children and be on the safe side.

Even the young mother, the teacher, the shop girl, the milliner, the dress-maker, may devote on the average, taking a year together, an hour each day to that which feeds the higher part of us. There is no need that any but the very slaves of the market-places should spend themselves on drudgery, or fritter themselves away on mere trifles.

As for the well-to-do woman and the society woman, it is exasperating to hear them prate of "no time." They

have plenty of time for good work in many directions. They have no time for the pursuits in which they are too apt to spend themselves.

It is said that the chief defect of woman's mind is in the sense of proportion. It is easy to believe this when one sees the things that the modern woman makes room for in her life, and compares them with those lofty and soul-nourishing duties for which she explains that she has "no time."—*Harper's Bazaar*.

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THE SUPERSTITION OF TAKING COLD.

BY EDWIN J. KUH, M. D., CHICAGO, ILL.



THE considerations on the subject of taking cold which I wish to place before the readers of **BABYHOOD** will to most of them seem rather startling, and to some of them positively heretical.

There are few diseases or complications of disease which have not at some time been ascribed to that elusive and indefinite influence called "catching cold." If, for instance, a wound contracted by an injury or inflicted by the surgeon became inflamed, the complication was attributed to exposure to cold, even if no such exposure had ever taken place. It is, therefore, still customary among the laity to cover up a sore or a wound with cloths (not always clean) and to add an extra shawl or two for additional warmth. Our generation also well remembers how women in child-bed were buried beneath covers and blankets, in order to keep warm and thereby escape the deadly puerperal fever. Many children of to-day with measles, scarlet fever, diphtheria, ordinary sore throat, bronchitis or pneumonia, have their sufferings intensified by the additional artificial

application of heat. If some complication in measles or scarlet fever, such as pneumonia, an abscess in the ear, or kidney inflammation occurs, it is generally ascribed to some real or imagined exposure. If the exposure cannot possibly be traced or proven, the attendants will say, with a sigh of resignation, that the child "must have taken cold."

The Real Origin of Wound Inflammations.

These examples will probably suffice to illustrate what I am now about to explain. I hope that every intelligent mother and possibly even some fathers may know that the cause of wound inflammations is entirely independent of temperature influences, and that all complications of wounds (festerings, erysipelas, etc.) are infections. That is, they are due to the accession of very well-studied forms of minute organisms (germs, microbes, bacteria), which float in the air and cling to all organic or inorganic objects on earth; they are carried through the air on minute particles of dust.

There is no surgeon of good intelligence alive to-day (with the exception possibly of one or more brilliant men who have the vanity of wishing

to be considered paradoxical) who refuses to accept the germ origin of wound inflammations. My readers will all know that a system of surgical cleanliness, called antiseptic and aseptic surgery, is now universally practiced and that this knowledge has revolutionized surgery. The superstition of taking cold in a wound has, therefore, been utterly annihilated among intelligent physicians. No amount of exposure of the body can cause wound infections, provided the wounds are protected against the accession of germs. The millions of mothers who in the world's history have succumbed to puerperal fever all died of surgical infection. It is sad to confess that they frequently died at the hands of unclean physicians, nurses and midwives, who until fifty to twenty-five years ago were really innocent of the disastrous mischief of which they were the true cause. These examples will suffice to prove that, so far as surgical diseases are concerned, "taking cold" is a myth.

The so-called internal diseases of children which interest us most are those of, first, the digestive organs; second, the respiratory organs.

The Responsibility for Digestive Derangements.

Derangements of the digestive organs range from a disordered stomach to summer diarrhoeas, dysentery, typhoid fever and cholera. All of these have been abundantly proven to be due to an invasion of various species of germs. In the simplest case of a deranged stomach (when not due to simple overloading) there are fermentations, due to the presence

of minute organisms, which are either swallowed with the saliva or introduced with contaminated food. These fermentations can, by the formation and absorption of bacterial poisons, cause the most serious symptoms, such as high fever, delirium, spasms, etc. Furthermore, every mother knows that she is protecting her baby against summer diarrhoea by sterilizing its food, and every mother should know that there is only the remotest chance of her children ever contracting typhoid fever except through impure drinking water, or some infected substance eaten or drunk. These are the principal diseases of the digestive organs, none of which at the present day would be attributable to taking cold.

The Causes of Respiratory Diseases.

My argument with regard to respiratory diseases will be somewhat more complex. No disease has seemed more typically due to cold than pneumonia. The four typical symptoms of pneumonia to the laity are: the exposure, the chill, the stitch and the doctor. An exposure does generally, but not always, take place. It is not necessary to be exposed in the ordinary sense in order to contract pneumonia. It is essentially a disease which is *inhaled*. Every physician of experience has treated patients who contracted pneumonia *in bed* and who were not exposed in any way. These latter as a rule had some primary disease, such as measles, typhoid fever, etc., and their lungs became invaded by pneumonia germs, which gained a foothold and caused the disease. The chill to which the origin of pneumonia is generally attributed is in

reality the first symptom (and not the cause) of the disease. No amount of clothing will prevent an individual from contracting the disease if he is exposed to and contracts the infection.

A very instructive experience in this regard are the so-called house-epidemics of pneumonia, of which I shall relate an interesting example: Between the years of 1857 and 1880 there annually occurred epidemics of pneumonia among the convicts of the penitentiary at Amberg, Germany. These epidemics culminated in the last particularly severe one of 1880, during which 161 convicts fell ill and 46 died of pneumonia. The principal sufferers were the convicts occupying two particular dormitories. It was found that the rubbish between the flooring of these rooms teemed with the then recently discovered pneumonia germs of Friedländer. This rubbish was removed, many cart-loads of it, and the epidemics ceased.

Pure Air and Germ-Laden Air.

Then again, we know with what impunity we may expose ourselves to all possible hardships and exposures in the pure atmosphere of mountain, sea and forest. It is for this reason that we send our consumptives away from cities. Not because they get more ozone, or electricity, or accommodat-ing barometrical pressure, but because of the germ-pure air which they breathe in localities where fresh meat can be suspended in the air for weeks or months without decomposing, and where lungs which have been invaded by the bacillus of tuberculosis do not slough away by being flooded by germs of decomposition (pus germs).

The true cause of pneumonia is,

therefore, a germ-laden air. The larger our cities grow, the denser the population, the busier the traffic, the greater the pollution of the air, the more appalling does the mortality from pneumonia become, frequently exceeding that of the most fatal of all diseases, pulmonary consumption. Whatever has been said of pneumonia holds good equally in regard to bronchitis and diseases of the upper air-passages. These diseases are all *inhaled*. With regard to bronchitis, the conditions are practically identical with those of pneumonia, except that the former is caused by a different species of microbe.

The Real Causes of Throat Troubles.

With regard to the throat, there are certain other points to be emphasized. Nobody believes that diphtheria is due to taking cold. The germ settles in the throat and causes the disease. The conditions for ordinary sore throat are practically the same, except that (as in pneumonia and bronchitis) the germ species are not the same. All individuals, however, with frequently recurring sore throat, have chronically diseased throats and do not require fresh infections from without for each recurrence of their ailment. They carry with them, usually in the depths of the tonsils (easily ascertainable by the introduction of a probe or by forward rotation of the tonsils), more or less deep cavities, containing greyish or cheesy particles, consisting mainly of bacteria. These germs "slumber" between the attacks of inflammation, and periodically awaken to new activity and cause soreness, inflammation, fever, etc. It is now known that even diphtheria can be carried about

in an inactive form by adults and children in diseased tonsils.

Another fruitful source of throat trouble, especially in children, are so-called adenoid vegetations, which have been so ably described in *BABYHOOD* before that a mere passing reference will suffice. This tendency to throat inflammations can be easily remedied by competent local treatment, such as the removal of adenoid growths, shrinkage or removal of diseased tonsils. Another very important reason why children with sensitive throats should have them cured, is because many of our most thoughtful physicians believe that measles, scarlet fever, rheumatism, etc., originate in the throat. The more diseased a throat the better the soil it furnishes to germs of contagious diseases.

I have intentionally spoken of germs and infections in the most vague and general terms, not because our knowledge in this department of medicine is indefinite, but because an understanding of the details requires special knowledge. Our knowledge of the various species of disease-producing germs is among the most positive of which medicine can boast. If there are still physicians who sneer at this most wonderful advance in medicine, it is because they do not possess the faculty of properly weighing scientific evidence, or because many of our older colleagues have a natural antagonism against new knowledge which it requires some effort and study to obtain.

Distinction Between "Colds" and Infection.

Is there then no such thing as "taking cold?" The gist of the

whole matter is this: We must distinguish between "colds" and infections. A rheumatic or consumptive can certainly "take cold" by a chilling of the body's surface. But here again the "cold" is merely auxiliary in aggravating a pre-existing disease. Then, again, we must certainly concede that pneumonia is more easily contracted if there is a simultaneous double exposure to "cold" and infection. But these exposures become less and less significant the more hygienic the surroundings in which we live. In an ideally pure air no conceivable amount of exposure could produce an inflammation of the lungs; whereas, on the other hand, innumerable experiments on animals have shown that they can be artificially infected with pneumonia germs and made to contract the disease at the will of the experimenter.

What I, therefore, wish to force upon the convictions of my readers (if they will pardon this aggressive method of conveying information) is, that the infection is the essential thing, the exposure merely incidental or auxiliary. If "colds" do not come from "taking cold," but from infection, how are we going to prevent them? The best method of preventing them is to know how they are acquired. We must learn to become as cautious and fastidious in what we inhale as in what we eat or drink. The air which we inhale in cities is filled with smoke and dust. The dust comes from our streets, alleys and garbage boxes. This dust is composed chiefly of finely powdered mud and garbage, which signifies coarser or minute particles of organic or inorganic material

swarming with living germs of putrefaction and decomposition. This dust is whirled into the air (which easily accounts for the greater prevalence of respiratory diseases during the windy spring and autumn months) and is swept into our dwellings and public buildings. Our carpets, walls and curtains become saturated with this dust. Then our babies crawl on the carpet and get the snuffles or become croupy, and we wonder where they could have taken cold. In public buildings there is a system of dry sweeping of which every unfortunate who enters it is obliged to inhale the visible or invisible scatterings. Is it not absurd to imagine that patented woolen underwear, or chest protectors or mufflers

or shoes with cork soles are going to protect us against contaminated air? The reason why drafts are particularly dreaded and dangerous can easily be explained by the fact that they are air-currents which carry along larger quantities of dust particles.

The most serious problem therefore of the public sanitation of the future must consist in the provision of pure air and clean streets. Clean streets will give pure air. And pure air will protect us against those most dreaded diseases of the respiratory organs which cause the greatest mortality among our children and ourselves, and against which none of the precautions hitherto recommended by physicians seem to have been of any avail.

WORMS.

BY CHARLES W. TOWNSEND, M. D., BOSTON.

Physician to Out-Patients at the Massachusetts General, Children's, and Boston Lying-in Hospitals.



HE physician who has to do with children frequently hears this question asked by the mother :

"Doctor, don't you think the child has worms?" The doctor asks in reply, "Why do you think so? Have you ever seen any passed by the child?" To which the usual reply of the mother is: "No, I have never seen any worms, but the child is fretful and frequently picks its nose." By further questioning on the part of the doctor, it is found that at the advice of a neighbor worm lozenges had been administered for the

supposed worms, but none were dislodged and the picking at the nose continued. I have quoted their conversation to show how common it is for mothers and motherly neighbors to attribute slight illnesses to worms, and to take it upon themselves to treat the "worms," accordingly.

Of course, worms should be got rid of by appropriate treatment when they exist, but I wish to insist on the harm done by treating carelessly for worms when none are present, and by so doing often neglecting the true cause of the indisposition.

How are we to know surely that a

child has worms? Only by seeing the actual worms or their eggs. As the latter can be found only by a careful microscopical examination, we can here leave them entirely out of the question and consider only the worms.

There are practically only three kinds of worms which occur in children, all of which may be easily recognized, namely: The round worm, the pin worm, also called thread and seat worm, and the tape worm.

The Round Worm

Is about the size and appearance of a common earth worm. It is quite firm in texture, of a yellowish white color, cylindrical in shape and pointed at both ends. It is easily recognized, and, if the mother looks carefully, there is no need of her mistaking shreds of mucus for worms. It is not uncommon for children to pass shreds of mucus, and I have often been called to inspect these, the mother supposing they were worms.

Method of Infection.

How do children get round worms? They swallow the eggs in the drinking water which has been contaminated, or they become infected by sucking toys or other objects which have been soiled by the napkins of a child suffering from worms. In the country, infants creeping about the floor may be infected by the dust brought in on the shoes from manure heaps. When it is known that the eggs are produced in countless thousands and passed out in the stools, it is easily seen that chances for infection are common among the ignorant and dirty. Where habits of cleanliness are cultivated, worms are much

less common, and are generally introduced only through impure drinking water. This danger could be avoided by proper filtration or by boiling. The eggs are hatched and grow to mature worms in the small intestine of the child, and here they properly belong. They have, however, a way of wandering occasionally up into the nose or throat and sometimes, although very rarely, of getting into the bile ducts. This wandering habit is a rare one, but is dangerous for the patient as well as the worm, so this is one reason why a child with worms should be treated. The worms from time to time pass down with the stools or sometimes slip out unattended, so that it is easy to tell whether a child has worms or not if the stools have been watched. This search can be facilitated by giving the child a cathartic, which will dislodge some of the worms if they are present.

Symptoms.

The symptoms ordinarily ascribed to worms by the mother are general lassitude with nervous fidgeting, *picking at the nose*, offensive breath, abdominal pains, headaches, feverish attacks called "worm fever," pallor and lack of flesh, notwithstanding a fair or at times ravenous appetite. The bowels are often irregular and the child has disturbed nights and grinds his teeth in sleep. To the physician, this is the picture of a child suffering from indigestion and debility caused in most cases by improper food and insufficient outside air, one whose life is poorly managed from a hygienic point of view. Such a child may or may not have worms, but that worms are the

cause of the whole trouble is not the case. The symptom of picking the nose is often spoken of by mothers as if it were the sure sign of worms. This is not so, for picking the nose is simply a nervous trick common in debilitated children. My experience has been that in the majority of cases where the actual worms have been found, their presence has been unsuspected and their discovery accidental. The worms having once been found it is common enough for almost any symptom to be attributed to them by the mother. Cases have been reported, however, where the connection between round worms and severe nervous symptoms, even convulsions, seems to be very intimate, the nervous symptoms being relieved on the evacuation of the worms. This danger and the danger already mentioned due to the occasional wandering tendency of the worms makes them undesirable inhabitants for a child's intestines.

Treatment.

The indiscriminate dosing with proprietary worm medicine already referred to is certainly productive of much harm, such as irritation of the bowels and in some cases active poisoning. This latter result is due to the fact that worm medicines—santonin, spigelia or pink root and chenopodium or worm seed—owe their efficacy to their poisoning or benumbing the worms. Hence an overdose may poison the child and is extremely dangerous, serious and even fatal results having been recorded. On this account the matter of dose and choice of remedy should always be left to the physician. The worm medicine is combined with

and followed by a cathartic to sweep out the benumbed or poisoned worms. Preparatory dieting is not necessary in the treatment of round worms.

Pin Worms.

They are also called thread or seat worms. These are small thread-like worms, not as long as an ordinary pin. Pin worms live in the lower part of the bowels, in the large intestine and rectum. They may even be seen alive in the folds of skins about the back passage, and in little girls they sometimes enter the vagina. Their eggs are produced in enormous quantities and escape in the stools, being also found on the skin outside the anus.

Method of Infection.

We can easily understand how the child that has pin worms and scratches with its fingers about the back passage would get the eggs under its finger nails, and easily pass them to its mouth and to its toys. In this way the eggs are swallowed by the child itself and by its companions who handle the toys. Food that is passed about by these children becomes a carrier of the infection.

Symptoms.

Pin worms give rise to very definite symptoms in nearly all cases, namely: an intense itching about the back passage which leads the little patient to scratch vigorously in this neighborhood. This itching occurs most severely in the early part of the night when the child goes to bed. As a result of the itching the child often passes a restless night, grinding its teeth and crying out in its sleep. If this continues, the child may become peevish, and like all nervous children

it is apt to have the trick of picking the nose. The habit of wetting the bed is sometimes occasioned by the irritation of the worms, and leucorrhœa is brought on in little girls by the entrance of the worms into the vagina.

Treatment.

Injecting wash the worms out of the rectum or lowest part of the bowel and relieve the symptoms temporarily, but the worms in the upper part of the large intestine are not reached, and they soon descend to take the place of their washed-out comrades. Hence it is necessary to give some medicine by the mouth to kill or benumb the worms, and a cathartic to sweep them down, as in the case of round worms. The same medicines as for round worms may be used here with the precautions already mentioned. Cathartics which produce watery discharges, like Seidlitz powder or Epsom salts, are often as effective as the vermicides with pin worms, and are in proper doses perfectly safe.

A good plan is to give a Seidlitz powder two or three days in the week, washing out the rectum with a copious injection of cool soapy water once a day. Sometimes a teaspoonful of common salt in a pint of water acts well as an injection or a bitter infusion of quassia. Irritating and poisonous injections had better be let alone.

The reason why children are apt to have relapses of pin worms is because the treatment is not fully carried out, and also on account of a fresh infection from the eggs of the worms. Hence the child's hands and nails should be kept clean, the bed clothing boiled, its toys scrubbed or destroyed, the

carpets and rugs thoroughly beaten, and the floor scrubbed with soap and water. A failure to do this undoubtedly accounts for the frequent failures to cure this troublesome affection.

Tape Worms.

They are, as their name implies, flat and tape-like. They are from twenty to fifty feet long and composed of numerous sections from a quarter of an inch to an inch or more in length, varying in width from that of a thread at the head end to one quarter or one-half of an inch at the other end of the worm. These larger sections or joints are constantly breaking off and slipping out with or without a movement of the bowels. They are nearly white, oblong in shape, and easily recognized. The so-called head at the upper and small end of the worm is the size of the head of a pin, and is merely a modified section with suckers and hooks to enable it to retain its hold in the bowels. There is no mouth in the head, for each section independently absorbs nourishment through its walls, and the larger sections produce eggs.

Tape worms are of two kinds, the beef and pork tape worms, and are so called because cattle in the case of one, swine in the case of the other harbor the worm in its immature state.

The eggs of the tape worm are passing off in great numbers in the movements from the bowels, and cattle or swine in browsing or rooting become infected if the contents of the privies containing these eggs are used for manure. Curiously enough once inside the stomach of these animals the eggs do not develop into mature worms, and live in the intestine, but

the developing embryo pierces the stomach walls and travels partly by the blood current into other regions of the body, finally coming to rest and forming about itself a little sac or cyst the size of a pea. These worm cysts are found chiefly in the muscles or meat of the animals, and when they appear in large numbers the meat is called measley.

Method of Infection.

Now, if this meat is eaten half cooked or raw, the little worm cyst, being still alive, develops into a long tape worm inside the human intestine. Hence the danger of eating raw pork sausages or raw or very underdone beef. By proper cooking this danger is avoided.

Symptoms.

These may be, as in the case of round worms, entirely absent and the patient present all the appearance of perfect health. The symptoms ordinarily ascribed to the presence of the worm are a voracious appetite without corresponding gain of flesh, languor, nervousness and pain in the bowels. These symptoms are all unreliable and it is impossible to tell whether a child has a tape worm unless some of the pieces are seen, and they will be found if the movements from the bowels are watched. The pieces are often found in the patient's drawers, having slipped out unnoticed.

Treatment.

Half-hearted measures are sure to be failures, consuming time and wasting the strength of the child. To be successful the entire worm, including

the head, should be obtained. If the head is left the worm grows again. The treatment should, of course, be directed by a physician; domestic attempts are almost sure to be failures.

Treatment consists first in the preparatory dietetic treatment, which is a starvation one, to weaken the worm. After a light dinner the child should be given a bowl of beef tea with a half slice of white bread for supper; an injection to clear out the bowels to make the exit for the worm easy should be administered in the evening. The breakfast should consist of beef tea alone, although a small piece of meat may be allowed if the child is very hungry. An hour later one of the drugs used for tape worm should be given in the appropriate dose, to be followed in another hour by a cathartic, to clear out the benumbed worm. It sometimes happens that the worm is partially expelled, by a movement from the bowels, and is left hanging out of the back passage. In this case great care should be used not to break it off, a large injection being given to dilate the rectum and allow the removal of the worm by gentle traction. The stools should be carefully saved in vessels and examined for the purpose of finding the all-important head. To aid in the search, water is added, and the whole stirred very gently, to avoid breaking up the worm. By pouring off the water from time to time and adding fresh, a clear mixture will be obtained, in which it is easier to find the parasite.

NURSERY HELPS AND NOVELTIES.

The Lighting of the Nursery.

I happened, not long ago, to enter a nursery which in most respects was equipped with all the sanitary and artistic devices which money can procure. It seemed to me, however, deficient in one important respect. The room was lighted by gas, and the baby, attracted by the glare, was steadily looking into the flame, which was untempered by a glass shade. It is easy to imagine the harm that may be done to sensitive eyes in this way. I trust all mothers will see to it that the nursery is provided with a lamp, whose soft and steady light is infinitely superior to gas. Of course I am not unmindful of the dangers attending careless management of lamps or resulting from defects in their shape. These must be guarded against, but in itself the oil lamp, I trust, will hold its own for many generations to come in every well-appointed nursery, both as a dispenser of good light and of a sense of cheerfulness which gas and electricity can never supply.

OLD-FASHIONED.

New Orleans, La.

Nerve-Trying Playthings.

Permit me to enter a protest against the kind of playthings, modelled on the "pigs-in-clover" of unblest memory, which are finding their way into so many nurseries.

The toy generally consists of some contrivance with concentric rings or parallel grooves into which elusive substances, in most cases quicksilver pellets, are to find their way by gentle inclinations of a disk. The whole thing is nerve-trying to a peculiarly exasper-

ating extent, but on that very account exercises a kind of fascination over certain natures, old as well as young. My own daughter, a rather excitable little girl of five, after working over one of these puzzles for ten minutes, became so wrought up by her failure that she burst into tears and stamped the floor with her foot.

Indeed, in the matter of many toys and other "nursery novelties," I confess to a conservatism which makes me look with suspicion on many things that are tried merely because they are new.

L. G. N.

Rochester, N. Y.

The Practical Side of Mothers' Meetings.

I was particularly pleased with a recent article in *BABYHOOD* on "A Mothers' Meeting in Philadelphia." I hope you will continue the subject, and that mothers in other parts of the country who attend such meetings will give *BABYHOOD* the benefit of their experiences. There is often a wealth of practical suggestions offered at these gatherings that would be of untold benefit to others if disseminated through the journal of the authority of *BABYHOOD*.

I remember attending once a Mothers' Meeting in a western city in the course of which one lady spoke of a home-made medicine chest, while another described an improvised bathtub and a third one gave an interesting account of the home-made toys, including some simple scientific apparatus, which she and her husband always made it a point to provide for their children.

The theoretical views as to the gov-

erning of children, the question of punishment, the teaching of religion and morality, etc., are of course paramount at such meetings; but the opinions expressed, while always interesting, are often without a direct practical bearing. There can be no doubt, however, that these meetings also occasionally reveal an amount of what may be called mechanical ingenuity on the part of some mothers, especially those whose purses are none too plethoric, which is truly surprising.

It can only be an exaggerated sense of modesty that prevents many mothers of inventive minds from describing their contrivances for the benefit of your department of "Nursery Helps and Novelties."

L. McD.

Des Moines, Iowa.

The History of a Useful Device.

I was interested in a discussion of the best material for diapers, the washing of them when only wet, etc., in a recent number of *BABYHOOD*, and I

wished the readers could know of a mother who scarcely ever had a napkin to wash. She began when Baby was almost "no age at all," by "holding it over," as she called it, persevering until she started Baby in habits of neatness. By continuing this she scarcely ever had a napkin to either wash or dry.

The young father, as I happen to know, noticed the tireless patience of the wife and mother; he knew how those arms must ache even with so light a burden when "held over" so long and so often. He gave his best thought to the matter, and the result was a device which shall spare the mother's arms and make the baby happy, because he is *comfortable*. This is the history of the "*Babette*," a notice of which I see in your advertising columns.

I sincerely trust that hundreds of babies all over this land may have the benefit of a device which was intended for the inventor's own little son.

C. C. P.

A PUZZLING SUBJECT—A TRUE STORY.

BY DAISY RHODES CAMPBELL.



THE kingdom of home had a subject which caused consternation and surprise throughout its small dominions. The Constant Ruler sat down to study this newcomer, who so upset her former theories and ideas. The subject, herself, was not at all disturbed. She certainly was not of giant proportions, this small, plump damsel, with her "Titian" hair, fair skin, and graceful movements. She was not dull; sometimes the Constant Ruler almost wished she were. Then

she would have been less perplexing if less interesting.

In the first place, this small Christine had not the slightest idea of truth. She lacked imagination, so one could hardly call it "romancing." She would come home from her walk and tell the most improbable things. But it was the really intricate methods this embryo lawyer took to gain desired results which caused uneasiness to the members of the kingdom.

For instance, an older child sometimes accompanied Christine and her

nurse on their afternoon outings. One day the Constant Ruler decreed that he should go. It was observed that Christine was unusually quiet. Some time afterwards she burst forth to the older child: "Rob, I forgot to tell you"—she spoke plainly, and generally correctly—"that Hugh Bonner said you must be *sure* and come up there after dinner; he had something new to show you. He said it was awful nice, and not to forget."

"Oh, mamma, can't I go? I haven't been to Hugh's for an age," Rob pleaded.

The Constant Ruler hesitated. She looked at Christine involuntarily. Then she said quickly: "My dear, you did not see Hugh, did you?"

Christine vigorously denied it; then cried; then, at last, confessed that she had made up the whole because she didn't want Rob to go with her.

Rob was overheard one day, saying: "Oh, Christine, I should think you'd rather tell the truth; it's so much easier; and then you don't have to bother afterwards, and can go to sleep all right." But to Christine he spoke a strange language. It never worried her when she told untruths. She would declare, in spite of gentlest, most urgent entreaties to "only speak the truth and she should not be corrected or re-proved," that she had not stayed to dinner or tea at a neighbor's, when she had just come from the table.

The Constant Ruler would talk seriously and emphatically to her about her failing, but all to no purpose. One day she, worn out and grievously troubled, burst into rare tears. Christine eyed her coolly. "When

you are through, mamma, I will get down to play," she said, without the slightest emotion.

She had the most perfect mania for cutting, hiding and destroying. The closet door being left open by accident one day, Christine, scissors in hand, cut a nice black dress skirt of her mother's dozens of times. Her long stockings in those days had to be ordered from a far-away city, and were very expensive. Christine used to delight in "snipping" these from knee to ankle. One Christmas she stole off upstairs, climbed on a chair, opened her aunt's bureau drawer, and cut a handkerchief, a gift of the day, so that it could never be used. She did not seem spiteful, and said she didn't know why she did it. She used to hide silver, jewelry, etc., down a hole in the back piazza floor, so that the board had to be taken up to recover the treasures. She would carry things off behind the barn and hide them among tall weeds, or in barrels, and enjoy the general hunt and despair of the searchers.

She was unusually quick to learn, and recited poems with a rare expression which brought tears to the eyes of the hearers. She had no sense of humor, and was absolutely devoid of imagination. This was such a new phase in the kingdom that the members were in a quandary.

"Christine, why don't you play as I used to do," said her sister; "have 'pretended people' about you, and play games with them, and have parties, and teach school."

Christine's face was a blank. "But there are no people, Bettina," she said soberly and conclusively. For this

cause, she neither liked paper nor china dolls, and was cut off from the many delights a child of vivid fancy always enjoys.

An aunt was describing one day to older folks the sufferings and seizure of a child she knew and loved, who had long been ill with spinal disease. It was not remembered that Christine was at one end of the room. She gave no sign of hearing it, and the episode was forgotten.

Hours passed, and the family were summoned to dinner. Suddenly, Christine declared that she could not walk without screaming with pain. Alarmed and perplexed as the family was, she was tenderly carried to the table in her high chair. There she went through the rôle of an invalid, complaining of her back and neck. She refused to eat, and all the members of the family were at their wit's end to account for the mysterious illness. All at once one of the family remembered the conversation and vivid portrayal of the early morning. She watched the child narrowly. Then, without warning, she said in a most matter-of-fact manner: "Did I tell you about Nellie B's operation?" A most minute and harrowing account followed, ending with: "It makes me feel all the worse, for because, if Christine should have spinal trouble,

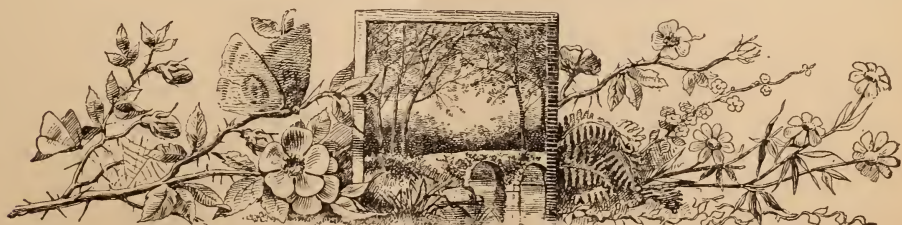
she would be obliged to submit to a similar ordeal, and undergo the same treatment and suffer the same cruel torture as poor Nellie B."

It was heroic treatment, but in a moment Christine sat erect: "I'm all well; my back doesn't hurt me one bit. Please give me some potato, mamma." And never again did anyone hear of similar complaints from the little girl.

The Constant Ruler watched this peculiar child most anxiously, apprehensive of the future, and with misgivings as to the wisest methods to adopt in her training.

Suddenly Christine's love of truth awoke. The change was not brought about by new effort on our part. She simply seemed to forget the past. As Henry Ward Beecher used to say: "Some children's consciences are asleep so much longer than others," and this seemed the case now. Christine proved trustworthy and conscientious. To-day she is a most self-denying, generous, high-principled woman. Her hosts of friends give testimony to her Christian character.

Perhaps this little incomplete sketch from real experience may prove a comfort to some perplexed mother whose "child of many prayers" gives her untold anxiety. If so, its object is gained.



THE BUYING OF THE BABY.

Afar and away in a placid star,
 Where God's new thoughts called
 babies are,
 Whence to our humbler mortal home
 In time our longed-for darlings come,
 A baby dwelt, once on a time,
 The dearest in all that starry clime.
 Where every blessed baby was fair
 He was the rarest of the rare.

To that very star, so far away,
 A mortal came in dreams one day,
 And the baby, clinging around his
 knees,
 Said, "Buy me and take me, won't you,
 please?"
 "How can I buy you, little one?"
 The mortal said, "'twould need the
 sun
 To pay for the light in those calm eyes,
 And for that smile, the morning skies."

But they went together, hand in hand,
 To the angel in charge of that starry
 land,
 And the mortal offered lots of gold,
 Dollars and dollars manifold,
 Could he but keep the baby's hand
 And lead him back to his own land.
 The angel smiled and shook his head :
 "'Tis much, but not enough," he said.

"A kingdom for each of his finger-
 tips ;
 The harvest moon for his rosy lips ;
 The evening stars for those sweet
 brown eyes
 And all the wisdom that in them lies ;
 The glory of day for that smile of his,
 And all the world for his trusting
 kiss."
 The angel smiled, but shook his head ;
 "'Tis much, but not enough," he said.

"Oh, but dear angel, we love him so
 That his own life into love will grow ;
 And we'll give our time and thought
 and do
 All that we can to make him true ;
 And——" The angel stopped him and
 bowed his head.
 "You might have left out all the rest,"
 he said.

"Hush ! not so loud ! Was that his
 cry ?
 The baby is here. The mortal was I."

HOWARD C. IVES.

BABY DAYS IN THE WIGWAM.

BY W. THORNTON PARKER, M. D., GROVELAND, MASS.



ONGFELLOW, in his song of Hiawatha, tells how the wrinkled old Nokomis

Nursed the little Hiawatha,
Rocked him in his linden cradle,
Bedded soft in moss and rushes,
Safely bound in reindeer sinews."

But unfortunately the poet extends his description of the cradle no further. Catlin, in his admirable "History of the North American Indians," gives several illustrations of the papoose-holders or cradles. The papoose-holder is evidently a creation of necessity. The Indian is a warrior, hunter, or statesman, or, in these times, a farmer. If not occupied in any one of these callings, he is a loafer. But, whatever the business of her lord and master may be, the squaw is too busy to be able to devote much time to her children.

I would not have it understood by this that maternal indifference is an Indian trait, for such is not the fact. Indians love their children fondly, constantly, and will make any reasonable sacrifice for them. Indeed, their fondness for children is so great that even those of their enemies, if captured, are kindly cared for.

You can almost always reach an Indian's heart by little acts of kindness to his children. The Indian mother never leaves her infant in the care of hirelings or strangers, but carries it with her everywhere. She will lay it, or stand it against the side of the wigwam, or hang it on a nail in her cabin, or upon a tree near where she is at

work. The papoose-holder, or cradle, is a work of art, and decidedly a creation of the affection. These cradles are often-times beautifully made and decorated with the most expensive bead-work, and ornamented with furs, feathers, ribbons, etc. A piece of buffalo hide is fastened securely to a board, the hairy side up. The infant is placed upon this, and the loose sides are brought together securely in front of



WIFE AND CHILD OF "AFRAID-OF-HAWKS."

the body and laced; the face is left exposed. The lacing strings are sufficiently tightened to keep the body perfectly straight. The broad bands which pass around the cradle to increase its steadiness are often beautifully embroidered with porcupine quills. And the dried buffalo hide is ornamented with all sorts of pictures in gaudy colors. "A broad loop of elastic wood passes round in front of

the child's face to protect it in case of a fall, from the front of which is suspended a little toy of exquisite embroidery for the child to handle and amuse himself with." When traveling, the arms of the child are fastened by the bandages, so that in case of a fall they would not be broken, but at other times they are allowed to be free,

attached to the upper portion of the cradle, passes either to the forehead or to the chest and shoulders of the mother, and in this manner the infant is carried until it has reached the age of eight or ten months, when it takes its journeys on its mother's back, held in the folds of robe or blanket. Colonel Dodge relates that the Indian



"WEASEL SKIN, JR.," AND FAMILY.

so that the child can amuse itself.

At first thought the idea of carrying them in this way may seem to be cruel, but it is not so regarded by the Indians, and this is the universal custom among all tribes. I have never known an instance where any harm has resulted therefrom. A broad strap,

mother carries her child so securely that she can play a vigorous game of ball with her baby on her back. Once or twice a day the little prisoner is released for change of clothing or a bath, or for a romp on the floor of the tepee with its brothers and sisters.

Indian child life is not so unhappy as

it has been represented ; children are highly prized, and the Indian mother who has the most enjoys honor and distinction therefore. With the Indian, as with the ancient Israelite, the belief exists that "Blessed is the man who has his quiver full of them." The children of "civilized" Indians are, as a general rule, not so tenderly cared for as in the olden days ; and modern methods, as taught to the Indian by the inferior class of white people with whom they are most likely to come in contact, do not tend to improve the hygienic conditions. The government policy does not accomplish what ought to be done for these aborigines. There is no doubt about it that much of the instruction afforded would have been better withheld. The death rate among Indian children is, therefore, greater than it should be.

It is well-nigh useless to call attention to the fact that our

whole Indian policy, although very much improved of late years, has been one of national dishonor. Nowhere on the face of the earth can we find aborigines to be compared with those of the North American continent. Those who know them best agree that they have been shamefully treated, and that they are certainly worthy of a better fate. To know how much could be done for these "children," and to witness how comparatively little is being done by a nation blessed with such great wealth as is ours, is simply deplorable.

The labors of that unselfish society of noble women, who voice their necessities in the little paper called the *Indians' Friend*, ought to be able to make some impression on this nation. The Indians are so rapidly passing away, that the opportunities for making amends for the wrong done them will not last long.

NURSERY PROBLEMS.

The Relations of Food to Teeth ; Troubles Due to Uric Acid.

To the Editor of BABYHOOD :

(1.) Will you please give in BABYHOOD a list of articles of food, aside from milk, suitable for a child having eight teeth ; also for one having twelve teeth, sixteen teeth, etc.

(2.) Would you advise the use of anything, aside from lime water, in her milk, for a baby of fourteen months, badly troubled with uric acid ? The act of urinating always awakens her when asleep, usually terminating her nap in the daytime. Otherwise she seems healthy and well, but from being so deprived of her rest she has acquired habits of sleeplessness and in consequence is nervous and excitable.

Holley, N. Y.

G.

(1.) The food cannot be determined by the number of teeth alone, but if we assume everything else to have de-

veloped in proportion, and all to have grown with average rapidity, the teeth may serve as a convenient guide to start with, it being always remembered that the digestive power of children varies. A child with eight teeth will have normally only the front (incisor) teeth. Such a child has nothing to chew with, and his food must be liquid, and chiefly milk. A child with twelve teeth will have in addition the first molars (chewing teeth) and can have cereal gruels, sometimes porridge, stale bread and butter, sometimes beef juice, a bone to gnaw, etc. A child with sixteen teeth has the canines (eye and stomach

teeth) and can have in addition weak broths, eggs occasionally, finely cut meat in small quantity. Some children can digest potatoes and some fruits, such as oranges or baked apple pulp. These suggestions are only a skeleton, various modifications being possible.

(2.) Plenty of water should be given, and if the uric acid continues it is probable that the milk can be diluted with benefit, even if a larger quantity of liquid be taken to give the nutriment. Aside from the pain in urination, the mere presence of uric acid in the system is a common cause of the various nervous symptoms you mention.

The Prevention of False Croup; Proper Hours for Feeding.

To the Editor of BABYHOOD:

Our baby is almost twenty months old, and has fourteen teeth. She is large, fat and strong, and has lived on cow's milk and bread, or grains, since I weaned her at nine months. She has never been ill but once with summer complaint when getting her double teeth in June, and twice with croup. I have such a dread of the latter, and wonder if a rubbing with cocoanut oil, after her bath, would make her less liable to it. I have used sponge baths all summer, and alcohol rub afterward. Would you advise continuing that? Do you think a child like mine needs four meals a day? She has fresh milk and bread at 7 A. M., again at half past eleven, at 3.30 milk and oatmeal or cracked wheat, or sometimes chicken or mutton broth, and a cracker and cup of fresh milk at 7.30, just before going to bed. I suppose this last meal tends to make her wet oftener at night. She must take three pints a day, I should think.

Pittsburgh.

W.

The cocoanut oil may possibly be of some value, but we should not place much dependence upon it. The kind of croup which she probably had, the catarrhal or false croup, is certainly to be avoided, if possible, but is, as a rule,

more alarming to parents than dangerous to the child. Among the best preventives are the careful regulation of the diet, of the state of the stomach and bowels; the avoidance of perspiration and subsequent chillings. The bath should be continued, and the alcohol rub may be of some advantage.

Four meals seem desirable, although some children can get on with three. Your hours are not what are generally considered best. The 7 o'clock meal is generally a breakfast, the 11 o'clock a light meal. Then dinner comes from 1 to 2 P. M. and a light meal at 5.30, and most children of twenty months are put to bed by 6.30 and are asleep for the night before your child gets her supper. We cannot, however, say that your child shows (on what you tell us) any particular evidence that your schedule has disagreed with her.

Dislike to Milk; Diet after Weaning; Advisability of Sterilization.

To the Editor of BABYHOOD:

I have a girl baby ten months old whom I wish to wean when a year old. She now has six teeth, and weighs twenty-two pounds. Her general health is good. She does not try to stand, but plays on the floor. If she will take milk (my boy would not), what quantity ought she to have at a feeding? How often will she require food? Does the milk need to be reduced? We get milk, fresh twice a day, from a neighbor. Does it need sterilizing? If she will not take milk, what food would you recommend?

She has been nursing every three-and-a-half or four hours. Until recently she only nursed once in the night. Lately she has nursed as often as in the day. When I wean her will she require anything after going to bed at seven o'clock? Would you recommend giving her any bread, egg or cereals, or keep to milk or food through next summer—her second summer?

Wyoming, O. ADMIRER OF "BABYHOOD."

It is assumed that before weaning the child has been fed exclusively on breast milk, without "bites" or "tastes" of anything else, as nothing is said to the contrary. The reason of her being fed more often at night recently is not given, so we infer that it is because the child has been less well nourished than formerly and has accordingly made more frequent calls for food.

When weaned she ought to need no more than five feedings per day at the most, which will fall somehow thus: On waking, say 6 A. M., 9.30 to 10, 1 to 2, 5 and bedtime. If the meals are large, the last two may be consolidated. The amount at a feeding will depend somewhat upon the amounts which the child has been getting. It may be 8 oz. (a half pint) or it may be more (10 to 12 oz.) If pure milk can be taken 8 oz. will be quite enough. But it is probable that at first the child will do better if the food contains two-thirds milk and one-third barley water. In that case, if she seems to demand it, the amount may be increased.

Those children who "will not take milk" are of two kinds: those who dislike the taste of milk, but who take willingly and advantageously milk as an ingredient of food, and those with whom milk disagrees. For the former milk may be disguised as gruel or with Mellin's food, or may be made into junket, etc. For those with whom milk disagrees (few indeed in reality) foods like Carnrick's, Nestlé's or "Malted Milk" may be generally used advantageously.

The child can have bread crusts to gnaw and, as soon as she has chewing teeth, thin stale bread and butter. Oc-

asionally, at the mid-day meal, give a good broth. If her digestion is of ordinary strength she may have cereals in porridge form, and eggs would better be deferred until autumn.

The need of sterilizing or not depends upon details of the care of the cows and dairy cleanliness. If, on receipt, the milk be filtered through filter paper (to be had of the druggist) or through absorbent cotton, a good deal of dirt previously invisible is removed and the milk is less liable to spoil, and is safer than if not so prepared. Milk received as you get it probably does not need sterilization; but in case of any doubt lean to the safe side.

Indigestion as a Cause of Restlessness.

To the Editor of BABYHOOD:

"Laddie" is 7 months old, weighs 26 pounds, and is unusually strong and active. He is not very fat, but has a very large frame and is tall. He has two teeth. He sleeps from 5 P. M. until 5 A. M., waking once, at 2 A. M., to be nursed. During the day he is nursed at 5 A. M., 8 A. M., fed 8 ounces of Malted Milk at 11 A. M., nursed at 2 P. M. and at 5 P. M. He is rather inclined to be constipated and is sometimes troubled with flatulence. My trouble is this:

(1.) During the day, from 5 A. M. till 5 P. M., he has only three naps of from 20 to 30 minutes each and during these naps it is not unusual for him to start violently, perhaps fifteen times, throwing up his arms and legs and opening his eyes. If I am near him to pat and soothe him, the eyes close again, only to fly open again in about two minutes. He always awakens crying and does not seem rested—in fact, such sleep cannot be refreshing. Can you suggest a cause? He is not a nervous baby, and his sleep at night is perfectly quiet. The doctor pronounces him a very fine and healthy boy, and thinks the trouble I speak of due to slight indigestion which will right itself, but as I have contended with it for five months and the naps

grow shorter, I think it must be from some other cause. He does not get enough rest during the day to keep him happy and good-natured. I notice this more and more as he exercises more and gets tired.

(2.) When can I drop the 2 A. M. meal and expect him to go twelve hours without food?
"LADDIE'S" MAMMA.

(1.) It is probable that your physician is right about the restlessness being due to indigestion. For we note that he is constipated, is flatulent, and that he sleeps well at night in the long intervals of feeding. If the restlessness were due to teething it would not cease at night, nor would it have begun when he was but two months of age. We think an attempt should be made to correct this indigestion.

(2.) A child can sometimes go twelve hours without food within the first year, but as a rule it cannot be comfortably done. The disturbance of the mother's rest can, however, be usually avoided by nursing or feeding the child late in the evening before she retires, after which the child usually will go till morning.

An Unusually Liberal Allowance of Solid Food.

To the Editor of BABYHOOD:

My boy is twenty-three months old, is strong and well and weighs about twenty-eight pounds. He has eighteen teeth, and has just finished cutting his first two posterior molars. There are two questions I would like to ask—namely:

(1.) My baby sleeps from 6.30 P. M. to 6.00 A. M. He takes a nap at noon time. He is put down at 10.30, but rarely gets to sleep before 11.30, and sleeps till 1.30. Is this the best time to have him take a nap? If not, when?

(2.) Baby dislikes milk very much and has always to be compelled to drink it. We have breakfast at 6.30 A. M., and he then has a little fruit—apple or oranges—and bread and butter. At 9 A. M. he has farina and milk or oatmeal (strained) and milk, at 1.30 P. M. bread (graham) and butter and a dessert made with milk and eggs. (I cannot get him to take eggs alone in any form). At 4 o'clock he has a cup of milk—if I can make him take it—bread and butter or crackers and butter, and when put to bed at 6.30 crackers and water. I give him home-made cookies once in a while.

Does he get enough nourishing food?

A SUBSCRIBER.

His dietary is unusual in that it is composed of solid food to a much larger degree than is usual at his age. This, of course, on account of his dislike of milk. His animal food is by so much limited, but partly made good by the egg. But leaving aside theoretical considerations, we note that the child is "strong and well," of fair weight and has gotten his teeth earlier than the average. As you mention no evidence of his not doing well we are obliged to suppose that he gets sufficient food. In practice a dozen children are overfed to one underfed. The time of his nap is as good as any.

THE PREPARATION OF THE SICK-ROOM FOR CONTAGIOUS DISEASES.



HAVING recently myself come out of quarantine after a case of diphtheria, it occurs to me that some trouble might be saved for the readers of BABYHOOD by telling them

what preparations should be made in the room where a child ill with a contagious disease is to be cared for.

In all probability the sick child has gone about the house for some hours before the nature of its malady has been

ascertained, but the very early stage of these diseases seems so little infectious that articles may be removed from the room at the very beginning which, once left, must stay till they have been fumigated, so that half an hour of preparation may save some days of labor in the end.

When the physician asserts or even suspects the presence of one of the many "catching" children's diseases, stop a moment and think which is the healthiest room which may be given up to the little sufferer. The ideal sick room is large and sunny, with an open fireplace and plenty of water near at hand. If there are other children besides the sick one in the house, it would be better to choose a room at the top of the house; it is harder to have the meals carried high up, but the danger of letting the well children pass the door constantly is obviated. Having chosen the room, have everything removed from it but the necessary beds, chairs and tables; heavy curtains and stuffed furniture especially should go, and, if possible, the carpet. It is very easy to bring back any necessary articles which may be taken out in haste, but remember that nothing can be shut away after the very first day until it has been fumigated or disinfected in some other way, and many things such as fur, dolls, hair and the like are only fit for burning after having once been exposed to the infection. If there are bureaus in the room too heavy to move, remove everything from the drawers, for according to the rules of the Board of Health of New York, a patient on recovering is not allowed to leave the sick-room wearing any article which

has been in that room, and if the room chosen be the nursery, it may be rather awkward to do without the child's belongings for the days which may elapse before the room is fumigated.

Another point to be remembered is that any bright metal, except gold, is tarnished by the fumes of sulphur, in fact rendered absolutely black, so that the fewer brass, silver or nickel things are kept in the room the better. If there are such in the room that cannot be removed, the only thing to do is to wash them with some disinfectant and cover them well with vaseline, which prevents the sulphur smoke from reaching them. All plates, spoons, forks, etc., which are used by the patient must be washed in boiling water and disinfected before being used by other people, so that it saves much trouble to keep one set of dishes for the patient's sole use, washing them in the room to prevent any chance of confusion below stairs. Any food left should be immediately thrown away, every scrap likely to clog the sewer pipe being burnt up.

Most of these details and many more unnecessary to mention here are told by the doctor after once the case is well established, but then the harm is done. It is much easier to empty a room in the first place than it is to disinfect the contents afterwards, and for the sake of the well children, be they inmates of the house or merely visitors, no precaution should be omitted to kill the germs of contagious diseases. It is emphatically a case in which an ounce of prevention is worth many pounds of cure.

A. B. O'C.

BABY TALKS!

A DOMESTIC COMEDY IN ONE ACT.

Dramatis Personæ.

FIRST BORN.

FOND MOTHER.

PROUD FATHER.

NURSE.

Immediate Relatives of F. M. and P. F.

Scene: Home of F. M. and P. F.

Time: 8 P. M.

Fond Mother (as relatives are ushered into the sitting-room)—“I’m so glad to see you (kisses all)—lay aside your wraps, do. You’re just in time to see Baby before he goes to bed. Think of it! He has done nothing but talk, talk, talk, all day long!”

(General surprise.)

F. M. (continuing, and visibly excited)—“Yes, he really *talks*!”

Proud Father (strutting about complacently)—“Well! you should hear him.”

F. M.—“I’ll have nurse bring him in. (calling) Nurse! bring in Baby. (apologetically to Grandmamma.) It’s long past his bed time, of course, but I knew you would want so much to hear him, and”—(enter Nurse with First Born.)

All (excitedly)—“Oh! here he is.”

(First Born is at once surrounded and receives a shower of kisses, playful pinches and words of endearment from Mothers-in-law, Fathers-in-law, Bachelor Uncle, Aunts, etc. As he is about to burst into tears he is passed over tenderly to F. M.)

F. M. (addressing First Born soothingly)—“There, there, *of course* Baby talks, doesn’t he?—come, there’s a dearie, say ‘how-de-do’ for Mamma.”

F. B. (Stares vacantly before him into space, and utters not a sound.)

P. F. (apologetically) — “He is frightened—”

F. M. (laughing softly) — “He’s not used to seeing so many faces—no, he isn’t, *is he?*”

F. B.—(Looks about wonderingly, then buries his face in her shoulder.)

All.—“Isn’t that cunning!”

P. F. (coaxingly) — “Come Baby, say ‘how-de-do’ for Papa ”

F. M. (laughingly) — “How silly! you know he won’t say a word for *you*. —(to F. B.)—Say ‘how-de-do’ for Mamma; ‘how-de-do,’ ‘how-de-do-o-o.’”

F. B. (faintly)—“Dah-dah.”

All.—“Oh, isn’t he bright!”

F. M. (greatly elated) — “Why—why—he was talking all afternoon, and—” (breaks off suddenly and addresses F. B.)—“say ‘how-de-do’ to Grandmamma.”

F. B.—“Dah-dah.”

All.—“Ah!”

Grandmamma (squeezing him violently)—“You *dear* little creature”—(almost smothers him in kisses, then addresses F. M.)—“will he say ‘Mamma’?”

F. M.—“Oh, yes! Baby, say ‘Mamma’—‘Ma-a-a—ma’—‘Ma-a-a—ma.’”

F. B. (faintly)—“Dah-dah.”

All.—“Isn’t that cute!”

Grandpa.—“And ‘Papa.’”

F. B.—“Dah-dah.”

Aunt.—“Did one ever hear anything like it? Why Myra’s boy was—”

F. M. (interrupting) — “Where’s Mam-ma, Baby? Tell Auntie where Mam-ma is.”

F. B. —“Dah-dah.”

P. F. (explaining) — “He says ‘here.’”

Grandmamma. — “Isn’t that smart!”

Bachelor Uncle (with a mischievous twinkle in his eye) — “It’s astonishing how *plainly* he talks.”

F. M. — “He seems to understand perfectly everything I say to him; why this afternoon” — (breaks off suddenly as Bachelor Uncle chucks *F. B.* under the chin and says) — “say ‘how-de-do’ to Uncle — ‘how-de-do’ — ‘how-de-do-o-o-o.’”

F. B. — “Dah-dah, dah-dah, dah-dah.”

Uncle (slapping his leg smartly) — “B’ jove, he said it *three* times!”

(Everybody laughs uproariously, whereupon Baby bellows loudly, and refusing to be comforted, is taken from the room by Nurse, amid loud protests from relatives.)

Grandmamma. — “Uncle, you should be ashamed of yourself, you frightened the boy.”

All. — “It’s wonderful though how he talks!”

(Curtain.) W. HULL WESTERN.



BABIES AND BOOKS.

BY SARAH L. GUÉRIN.



WISH I could prevail on all young mothers to discontinue the foolish practice of amusing their little children by giving them paper to rattle and tear. I acknowledge that it does serve to divert, for a brief time, a fretful child, but it will also teach that child to be destructive. It grieves me inexpressibly to go into the homes of my friends, and see the sad havoc young children make with their pretty books. I have had four

babies to love and care for, and each one of the four in his or her turn has used the same books. To be sure, the bindings of many of them are loosened; they are worn and dog-eared, and show many an imprint of dear, chubby little thumbs; accidents, too, have occurred, but in no instance has a page ever been ruthlessly and maliciously torn.

Mrs. Gray, a dear young friend, was calling upon me one afternoon. We were chatting over our tea in the library when my baby, a three-year-old

laddie, entered the room. He walked leisurely to the book shelves and took therefrom a handsomely bound edition of Thayer's "Marvels of the New West," carried it to the table, and after he was comfortably placed, commenced turning the leaves in a most careful manner. We watched his bright, expressive little face for a time in a silence which was at last broken by Mrs. Gray's saying:

"Well, I have never seen such a set of little book lovers as are your children! How dare you trust that expensive book in the hands of so young a child as Bonnie Boy? Why, if my little Bess were left alone in this room, among all these low open shelves, in five minutes she would have the floor covered with leaves torn from the books—she would indeed!"

"Then that catastrophe would be the outcome of your training, or rather your lack of training," I answered gravely.

"I think you are right. I wish you would tell me how to teach my baby to be careful of her books," my friend said, earnestly.

"I will, with pleasure, but remember I do not say mine is the best way, but as you have seen, the result is a good one. In the first place, while they are babies, I never allow them to have paper to play with. There are so many pretty playthings for them that paper to rustle and tear, I feel, is not at all necessary to their happiness. Their first books are of linen, therefore cannot be torn by the mischievous baby hands. When they are a little older and have paper-leaved books to look at, I watch them carefully and if, by any chance, a leaf is torn in the

turning, I treat it very much as though it was a hurt child. I make much of it, I say, 'O dear, O dear, we have hurt the poor little book! Is it not a pity? Let us see if we cannot remedy the trouble?' Then we get the good nursery friend, the ever-ready, always handy, can of Le Page's glue, and with a bit of paper we mend the torn place. After much petting and patting and many commiserating, sympathetic remarks from us both, we lay the invalid tenderly away to get well—and dry.

"I do not know but all this sounds foolish to you, but the result is very satisfactory. I think it will pay you to try it. I am often amused to hear Bonnie Boy whisper as he turns the leaves of his books, 'Excuse me, I did not mean to hurt you!'

"You are astonished that we allow the child to have that expensive book, but, my dear, all of our children have had that pleasure, and as you see, the book is only a little the worse for wear. It is profusely illustrated with pictures of stage-coaches, Indians, 'Choo-choo-cars,' mountains and beasts of all kinds—just the kind of a book which would please the fancy of healthy, sturdy laddies like mine. I do not want you to think they are privileged to handle any book they please. They are not; there is no other book on all these shelves save that, and three old volumes of the *London Punch*, which they are allowed to touch."

This conversation took place a long time ago. I am happy to say Mrs. Gray has tried and proved my method a good one, and this fact emboldens me to relate the well-remembered incident for the benefit of the many mothers who enjoy BABYHOOD.



THE MOTHERS' PARLIAMENT.

—It is beautiful to
The Golden Bond. see the devotion of
young married people made sweeter, stronger, by the coming of a tiny son or daughter—a golden bond, a bond indeed, making secure and lasting their happiness. They are proud together of this jewel, at each sweet look or graceful action of their treasure their eyes meet in sympathetic delight. As the little one grows, their chief pleasure consists in talking over the future of their child, and plans for its welfare are a constant topic. This is, doubtless, a true picture of many families, but, alas! not of all, for sometimes that which should unite serves but to separate, and it is in babyhood that the small end of this wedge of dissension is inserted which may drive asunder the hearts of husband and wife.

It behooves the mothers to watch and prevent such calamity. Though the fault may not always lie with them, they may recall by word or look that influence which is gliding from them. The ways by which this sad separation comes are manifold. Perhaps the father is rendered uncomfortable by his wife's enforced absence from him when Baby is small (men are, unfortunately, impatient of trifles

even though they be "lords of creation,"); the fact that the home is not so attractive, the dinner not so well served; and many things neglected may bring him to a sense of loss before the little one is many days old. When, at length, the mother resumes her duties, let it be her constant care to keep everything as much as possible as it was before the advent. She should not leave the room at every whimper of the baby when he is in good hands, nor grow careless about personal appearance, nor should all the caresses be lavished upon the new-comer. In all these ways does that insidious wedge insert itself—small beginnings indeed, but leading to that long road of jealousy, of neglect, and final alienation. Is not the sight only too familiar of parents at odds over the bringing up of their children, the one desiring to punish, the other to protect?

The swelling heart and starting tears could be avoided by a little care. Children are often annoying, as we mothers know, and, if the father is hasty in rebuke, we should not be so in shielding the child, when the father is annoyed, but wait till a quiet hour when he sits contentedly (smoking perhaps), then refer gently to the

over-harshness, and not only will the words have more effect, but they will cause no unhappiness. Above all, we need self-control; it should be the crown of wife and motherhood, hard indeed to gain, but bringing a thousandfold reward.

There is another aspect of all this with which we are quite as nearly concerned—the effect on our children; for their sakes, at least, let all disagreement in parental government be settled out of their hearing. Children often surprise us by their keen insight, and they soon learn to which parent to turn when a point is to be gained; learning also to look upon the other as harsh and unjust, loving the one, dreading the other; while, if the parents' conduct is mutually agreed upon, the one law proceeding from both, children feel that their parents are indeed one, and respect them more.

The training of children may be an education to us in virtue, or we may allow ourselves to be so irritated by it as to grow worse instead of better. This, it seems to me, is one thing we should daily try to resist, and to take the worries as sent to lead us upward to a perfect patience.—*W. K. Shope, Santa Barbara, Cal.*

About our "Cares." —Somebody, I think it was Dr. Young, has written that—

"Life's cares are comforts; such by heaven designed;
He that has none must make them or be wretched."

And how very much truth lies within these lines. If your cares are those pertaining to parenthood, then truly life's cares *are* comforts, and by

kind Providence are meant for us in lieu of useless ones.

Look about you and think whether or not your friends who have no children are care-free. A so-called old maid friend of our family, with never occasion for worrying about the affairs of any human being near her, adopted a cat long years ago; and now this decrepit pussy exacts the same amount of care and thought of this estimable lady as would serve to bring up at least two romping children who might go out into the world to do it good. So it really seems that we must have cares of one sort or another. The cares of a family of beautiful children (all children are beautiful in a way their parents may see, if others fail to) differ from other kinds in the compensation offered in return; for do we not get it all back—the love and solicitude, the labor and the thought—and with interest, before we die? There are few but think so, deep down in their hearts.

Nevertheless, we often allow petty trials to impress us too strongly; so that they color our life, and find expression in our tone and actions. We must forever guard against an awful habit, alas! too prevalent; that of "scolding," that brings a black throng of hard words, with apparent reason and as often with none. Yes, Willie *did* knock down the little work-basket with its properly and orderly arranged contents, and mix the whole in dire confusion; but it was not intentional, any more than you, kind-hearted, well-intentioned mother, meant to hurt *his* feelings when you told him to "get out of the way," as you stumbled against his tow-

ering castle made from your clean clothes-pins! The sensitiveness of children varies, I know, but it is safe to say we wound them many times a day, and hurt their pride as often as they disturb us in their small ways.

"There, there, Baby! Mamma didn't mean anything," and you take him against your bosom and rock him into quiet again. Too late! You've left a tiny sting, a wound, the shadow of an idle phrase or an ugly word, to go with him in the enduring pages of his memory. You are tired; you overwork; your nerves are "unstrung;" you "don't know which way to turn sometimes," with it all. True, and I sympathize with your position; and yet add—I pity the little one!

It may not be your fault—it certainly isn't his! Called into being under the divine laws of God and of nature, his body, and mind and soul are growing and developing under your hands and words. You are molding the future of a spirit which you, yourself, have beckoned from out the Unseen Land. Let not the cares which, after all, are a natural part of our day's history, be allowed to weigh too heavily in your mental self-defense.—*C. S. W.*

—I wish to offer a few disconnected paragraphs which, al-

Some Pertinent
Paragraphs.

though self-evident, will none the less bear repetition, it seems to me.

It seems strange, but there are mothers who overlook the fact that the baby is as often thirsty as hungry, and that, when it cries for nourishment, water will satisfy it many times quite as well as milk. Water is an important article in the infant's diet,

and yet it frequently gets no pure water at all to drink. When Baby frets it is assumed that it is hungry, and it is not imagined that instead it is thirsty. But if a little water is given instead of the breast or bottle the fretting will often stop. Babies are thirsty, and if the thirst is satisfied it will do much for the promotion of health.

If we are willing to believe it, a "good" baby is one that has no protracted crying spells. Susannah Wesley had nineteen such. But why do babies cry? Not because they are "bad," but because they are hungry, thirsty, in pain, uncomfortable, or tired. Uncomfortable positions, heat, cold, light, darkness and dampness are causes as frequent as "inherent sin," impatience and perniciousness. Find out the real cause, and the remedy is at your hand. But—for pity's sake don't use your hand under the impression that baby is "spunky."

Baby sometimes has a "mad fit," throwing its serene self on the carpet, and twisting, shrieking, biting, scratching and shrieking in a hateful and nerve-distorting way for several minutes, or perhaps an entire hour. What is to be done? There are two extremes. Your maiden aunt will prescribe a "spanking," and the new doctor will order a sedative. But, although auntie may change her last will and testament, and though doctor may send his bill sooner, the better way is to let Baby lie and cry until he gets ready to stop. Just give the plan a trial.

Change of scene is valuable for grown folks, why not for babies? It

is certainly to be commended. Change from one room to another, or from the house to the yard, the piazza, or a grove. A child grows tired of sameness of surroundings, and if it is taken from one place to another the result will be very satisfactory. Change of surroundings means a change of air, and all too frequently we suffer the air to become vitiated. The little one likes novelty. It is an Athenian. It wants "some new thing," and satisfaction of the want is a grand idea.

Beware of the child forming bad habits. They are legion—sniffing, protruding the tongue, biting the fingers, picking the nose, scratching the head, squinting, stopping the ears, smacking the lips, pouting, twirling the fingers, tossing the head, and many other like habits. With a little care and intelligent supervision a child can be prevented from forming such practices, or, at least, from indulgence in them. The lesson must, however, be taught very early, as it is wonderful at what an early age a child gets into bad ways.

We hear it said that we must look out for poisonous candies for our children. Yes, indeed. But at the same time let us "look out" for all candies as an unwise indulgence for children. To children under six it should be forbidden. If there is any lapse or exception, let it be in favor of old-fashioned molasses candy (being simply boiled molasses), or those that consist of only sugar and an aromatic, like peppermint drops. But why make any exceptions? Why not taboo candy as indigestible, hurtful, and appetite-destroying? — *Gifford Knox, Westfield, N. J.*

Active in Mind
and Sound
in Body.

—I would like to give my experience as an encouragement to "E. J. P." What

she says of her baby's attainments at twenty-two months would be a very good description of what mine did at the same age. I also went through the annoyance of caution and advice from well-meaning friends, but pursued my own course in spite of all such hindrances. Now for the result :

My girl is now ten years and eight months old. She measures five feet two inches, weighs one hundred and five pounds; chest measure, thirty-four inches. Whooping cough and grippe are the only sickness she has ever had. She rarely takes cold, and has missed but two days in her last three years at school. She learned to read at four years old, went to school at six and has gone regularly ever since. She attends a large private school and is younger by two years and a half than the youngest girl of her class ; the average age is fourteen. Last month her report was 98 3-10 general average. She sleeps ten hours, eats well, takes a great deal of exercise in the open air and is firm, strong and rosy.

Do not be worried if your child is more active in mind than the average baby. Try to build up a sound, strong body, and then the mind may work without damage. I have been very careful as to early hours, regularity of life and avoidance of excitement. Showing off a child's acquirements only gives envious mothers a chance to say disagreeable things. We try to keep our girl in the background, and now that she is so much older and unusually large and vigor-

ous, we do not have quite so much advice about her. Your child will be happier and much less troublesome if she loves books.—*T. L. C., Philadelphia.*

Too Tenacious of
Her Rights.

—I was much interested in the article you published on "Property Rights." I think a child's rights should be recognized by all means, but our only child, a little girl of two years, causes us considerable anxiety because of the strong feeling of property rights which she has. She is an obedient, most lovable child, considered unselfish away from home, and quick to give her parents anything they want. When a child comes to see her, however, she cannot stand it to

see him touch her possessions. She tries to gather them all together and put them in my lap, where she watches them like a hawk. When I insist that she must share her toys with her little visitor, she cries heartbrokenly, and we have no peace until we put all the toys out of sight, when she plays happily with her little guest. We don't want her to be selfish. What shall we do? Are most children of her age as she is in this respect? And is it a good indication or a bad one?

I get so many helpful suggestions from BABYHOOD, and should be glad to hear from other mothers on what seems to me an important subject.—*M., Cincinnati.*



CURRENT TOPICS.

Dr. Roux and His Serum Therapy in France.

Only a few months ago the name of Roux was still little known to the general public, except for his position as chief assistant at the Pasteur Institute, where the active work of investigation had gradually devolved upon him owing to the advanced age of his master. In the medical world he was recognized as an original and patient thinker, the author of several articles on questions of bacteriology, and

especially worthy of scientific esteem for his discovery of the diphtheritic toxine.

In the light of his present renown, the personality of Dr. Roux, by its extreme simplicity and modesty, offers a subject worthy of closer observation. During the past year I have had an excellent opportunity of being impressed by it, my good fortune having brought me for a number of months into his daily presence, thus enabling me to see him

in most interesting and exceptional moments. I was then one of a small number of doctors particularly interested in the work of the Pasteur Institute, who assembled before him to follow his unpretentious course on bacteriology. The nominal subject of the course was interrupted from time to time by Dr. Roux, and on such occasions the talks became a sort of familiar commentary on the general work of investigation actually going on at the institute. The chief interest at that time was soon seen to be concentrated on questions relating to diphtheria.

It was in the largest of Dr. Roux's own laboratories that the course was being given. The air of peaceful quiet of the distant corner of Paris where the Pasteur Institute stands is still more intensified as you go up the silent stairways and enter the right wing on the second floor. There, at the end of the hallway, is a dingy door bearing the words, "Microbie Technique." This opens into the main portion of the laboratory. Large and numerous windows admit floods of sunlight and fresh air, and strewn about on all sides in apparent confusion are sterilizing apparatus, *éluves* for cultivating bacteria, rabbits, birds, guinea-pigs, rats, mice, all sorts of inoculated animals awaiting autopsy, with an almost infinite number of small test tubes containing a collection of all the microbes known up to the present day.

Here in this room, nine months ago, every afternoon at half past one o'clock were assembled about twenty doctors, young and middle-aged men, waiting with quiet, concentrated faces the appearance of Dr. Roux. Promptly at

the appointed hour a small door opens at the side and in glides a tall, slim figure. No sound greets his entrance as with long strides he advances quickly to the center of the room, where, without preliminary remarks or formalities of any kind, he begins in a natural and modest voice to discuss the subject under consideration.

His presence, as he stands there, is peculiarly interesting. The careless simplicity of his black attire is emphasized by a queer-looking parson's vest which extends up, tightly buttoned, to the middle of his white collar, leaving no room for a necktie. The apparent indifference to exterior effect is moreover confirmed by the clumsy rubber galoches which he invariably wears, notwithstanding the popular French prejudice against their grotesqueness. The hair, like the thin, pointed beard, is black, and cropped all over as close as the barber's shears will permit, and covered at the crown with a tightly fitting little skull-cap, also black. The face is careworn and weary, colorless, almost sickly, in its aspect, with eyes pale and dim, though full of tenderness and sympathy. He produces the impression of a man still young, a man of forty. A few quiet words and all thoughts of his physical peculiarities are quickly forgotten. With hushed attention the listeners are all absorbed, impressed by the magnetism of an earnest, powerful mind searching with conviction for the truth.

From time to time, as we were assembled in the laboratory as usual, Dr. Roux put aside the previously commenced subject to inform us of the investigations that he was making in

reference to diphtheria. We listened to his simple explanations in these eventful moments, little realizing that new and great principles were declaring themselves, and that these, together with what was being done in Germany, would complete a discovery which, with its incalculable benefits, would so soon agitate the world. The center of the new experiments, Dr. Roux explained to us, was a horse. Into this animal had been injected at long intervals during a number of months considerable quantities of the toxine produced in the laboratories by the cultures of the Klebs-Loeffler bacillus. A number of smaller animals, as the doctor proceeded, were brought before us. These animals had been given the disease by inoculation, then subsequently had received injections from serum prepared from the blood of this horse. Instead of dying of diphtheria, as had hitherto been customary, nearly all had recovered as a result of the injections and were actually enjoying the best of health. The experiments were to be repeated, and Dr. Roux stated in conclusion that, if the results were verified and confirmed, as he hoped, the treatment would be immediately applied to diphtheritic children.

As he ended this announcement and retired quickly through the door at the side, the little group remained in its attitude of attentive silence. He disappeared as he had come, without a sound of applause, while the seriousness of his words impressed and prolonged itself in the minds of his hearers.

How fragile and exhausted he looked as he hastened out of the room

to push on with restless enthusiasm the work in his private laboratory—morning, noon, and night, week days and Sundays alike, without a thought of recreation, nothing but ceaseless, unrelenting work! And often with anxious eyes we followed his disappearance, fearful that something would happen to him, that overstrain might impose a serious interruption to that precious mind with its many problems still unsolved. And each following day at half past one a thankful sense of relief came over us as the little door again opened punctually to admit the same dark, slim figure with its pale, delicate face that seemed almost pathetic.

The work is now accomplished, the experiments have been repeated and verified, the treatment has been applied to diphtheritic children. In September Dr. Roux read his report on three hundred and twenty cases treated in Paris at the congress at Budapest, and at once became a national hero. He has been elevated to the grade of commander in the Legion of Honor; large sums of money have been placed in his hands by the spontaneous impulse of the people and the official will of the government; published articles in France have ranked him among the eight or ten most celebrated men in the world.

Let us return once more to the Pasteur Institute to witness for ourselves the changes that have taken place there as a result of these unusual circumstances.

It lacks but a few minutes of half past one as we enter the hallway on the second floor and again approach

the dingy door at the entrance of the familiar laboratory. The aspect of the room is indeed no longer the same. Instead of serious little groups that our eyes had become accustomed to, we see a strange collection of humanity crowding the place to its utmost capacity.

A more diversified spectacle of costumes and faces could not well be seen in modern times. Russians, Roumanians, Canadians, Greeks, Japanese, Egyptians, masculine-looking women from Scandinavia or St. Petersburg, Turks in their red fezes, men of the north and the south, of the east and the west, whom the fame of the great discovery had reached in their distant homes and assembled here in this quiet laboratory to hear the words of Roux. Two priests, crowding in at the last minute, are obliged to stand with their backs to the sterilizing apparatus.

At half past one all eyes turn again toward the little door, which opens punctually on the minute. No apparent change has taken place in the dark, slim figure that glides in with accustomed quickness. The careless attire, the tightly buttoned vest, the clumsy galoches, and the black skull-cap on the closely-cropped head—all the same as before, with the single exception of a large red button resting on the lapel of his coat which marks a commander in the Legion of Honor.

The pale, earnest face is slightly older and is more careworn with its heavier responsibilities. Those familiar with Dr. Roux notice an almost imperceptible air of embarrassment that betrays itself in the presence of the too numerous and strangely anomalous

audience. It is only for a minute, however; when once he has begun in his unassuming voice, all irrelevant circumstances are forgotten as before. He mentions incidentally the sixty-two horses now in the control of the Pasteur Institute that have taken the place of the single one of last winter; then the new and extensive improvements that were necessary for the increased production of serum. He also describes the duties of a number of thoroughly trained and skillful bacteriologists who are associated with him in this department, and to whom he entrusts many of the delicate details so important to secure a serum of the proper quality. He then speaks of the latest results obtained by the serum therapy in the diphtheritic pavilions of the two largest children's hospitals in Paris—the *Hôpital des enfants malades* and the *Hôpital Trousseau*.

The mortality has been steadily diminishing. This improvement seems to go hand in hand with the perfection in the methods of preparing and administering the serum, and with the increased facilities for the isolation of the cases complicated by bronchopneumonia, scarlet fever, measles, etc.

The last two hundred and thirty-one cases treated at the *Hôpital Trousseau*, and reported December 13th by M. Moizard, showed only thirty-four deaths. He included in this list every child that had been admitted to the diphtheria pavilion, no matter how bad its condition had been on admission, and only those in whom the Klebs-Loeffler bacilli had been found. Of the last two hundred and sixty-seven patients treated at the *Hôpital*

des enfants malades, in the service of MM. Bréton and Caillon, only twenty-seven died.

Now, after the close of his lecture, let us follow him into his private laboratory and there see one of the frequent interviews that await him. You can thus learn his real sentiments in the midst of his glory. Before an authorized visitor who addresses him with formal and complimentary lan-

guage, a sort of trouble seems to come over him, a fear of not appearing sufficiently simple, of something in his manner that might be mistaken for pride. Then, as the conversation continues, he becomes visibly uncomfortable and impatient. He usually ends up by throwing off all appearances of conventionality, to take refuge in the free and easy expressions of a medical student. The newspapers exasperate

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him with their noisy exaggerations, and his greatest desire would be to run away from the commotion to some spot where he could continue his work in peace. To be able to do this and to escape all official and unofficial congratulations, he would, I feel quite sure, without hesitation sacrifice his great scientific renown and his position in the Legion of Honor, and become once more a simple investigator unknown to all but his microbes. His only ambition apparently is to advance the field of scientific research, not for

his own reputation, but for the glory of the Pasteur Institute and in hopes of discoveries that may relieve human suffering.

And, still, a month ago, when I interrupted him to ask as a favor a little of his precious serum to take back to America, an expression of kindly sympathy lighted up his pale, careworn face, and with a friendly word for America he, in his own simple way, granted my request.—*Dr. James Jay Mapes, in the New York Medical Journal.*

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THE BABY'S SKIN AND SCALP.

BY CHARLES W. ALLEN, M. D., NEW YORK.

Surgeon to City Hospital, New York City.



FROM this caption I would not have the inference drawn that the scalp is not a part of the body's cutaneous envelope. Since

however, so little of the skin is scalp, and since what there is of it is a most important part, and should receive proper care from the start, I will devote to it certain special considerations apart.

But first let us turn our attention to the proper care the skin should receive for the first few days of infant life. We speak now of healthy skin, putting aside the fortunately rare cases in which a child comes into the world with an eruption already out—*pemphigus*, *ichthyosis*, and the rashes due to *lues* or blood poisoning. Most babies are red, in fact very red, when they are presented to the solicitous and possibly curious first-callers. A blush, as it were of modesty, at their early *début*, pervades the whole surface, and it may have been this bright color which Wordsworth had in his mind when he wrote: "The innocent

brightness of a new-born babe [is lovely yet."

The natural condition of the integument for the first few days is one of congestion, and the poetic pink hue must not be expected until the excess of blood in the surface vessels has been carried off, and the circulation has adapted itself to the new environment.

In the infant's first experience with water as a medium of cleanliness and healthfulness, which it acquires within the hour of its birth, the process should be thorough. Not only because a good first impression may be made and thus lead to bathing habits in after life, but especially because by once radically removing from the surface the coating of paste-like substance which more or less completely covers every candidate for worldly applause, the chances of early skin irritation are decreased. To accomplish this, the whole of the body, including the scalp, should be well anointed with fresh sweet oil, which is to be rubbed in well wherever the secretion is thick-

est, usually in the natural folds of the skin, armpits, groins, regions behind the ears, etc. The little one is now put into a basin or small tub of warm water (99° or 100° Fahr.), and while the head is supported above the surface, a lather is made with some good, pure soap (white castile). The more thoroughly all foreign substance is removed from the surface in the first bath, the less friction will be required in the subsequent daily washings, and the chances of setting up skin irritation will be correspondingly lessened. After the soap has been removed with some additional clean warm water, the surface is quickly dried by wrapping the infant in a soft, warm bath towel and rubbing over the outside in such a way that all the folds and irregularities of the surface are brought into contact with it. While still enveloped, the eyes, ears, nose, mouth and scalp are to receive especial attention and all particles should be carefully wiped away with old but scrupulously clean linen rags, or better still, pledgets of absorbent cotton. During all this time the skin should have received no rough rubbing or friction.

Now the surface is to be powdered over with some bland, non-metallic powder, and bolted starch, cornstarch or buckwheat flour answers all purposes, though talcum, Velvet Skin or Lubin's unscented powder may be used, or a baby-powder having the following ingredients may be prepared:

Salol, 5 grains

Boric acid, 10 grains

Lycopodium, 3 drachms

Talcum, 5 drachms.

Such a powder should be kept on

hand and applied after the daily bath, particularly upon the parts subjected to friction, as between the thighs, back of neck and any region where the clothing may rub. It is best also to apply it at each change of diaper, after local sponging, to keep the delicate skin free from chemical as well as mechanical injury. If this is all carefully attended to, no rancid, irritating nor cheaply-scented soap is used, if the bath is watched and water never too hot for the delicate skin is employed (not trusting to the hand, but testing it with a bath thermometer); if coarse unwashed flannels are avoided; if the diapers are not made of harsh material and are changed as soon as soiled; if the clothing is regulated according to the season of the year and the room temperature is properly looked after, then whatever skin troubles may follow will be pretty sure to be due to internal derangement or to accident.

One region is especially liable to irritation in the early days, and that is the skin-surface just surrounding the navel, where the cord stump may have deposited some poisonous matter before it fell off, or the stump may not have healed kindly, and secretion from it may irritate the neighboring skin. It is well therefore to raise gently the cord-dressing from the surface, bathe the skin and insert around the navel a piece of lint spread with carbolyzed zinc oxide ointment, unless a physician or trained nurse has the matter in charge. If the cord has not dried up and dropped off, like a withered leaf from a tree, leaving no open wound behind, a physician's attention should surely be called to it, for such a con-

dition might have disastrous consequences.

At this early period of infant life the skin is most prone to take on appearances which, unless expected and understood, cause alarm in the household. The other day I was asked to see in haste a baby that had turned "as yellow as an orange." I found the description had been but little exaggerated and could not wonder at the anxiety it had caused. The condition is known as *icterus neonatorum* or jaundice of the new-born. It is not very uncommon; many infants show it in a mild degree. It is as a rule not a true bile jaundice, but is due to deficient oxygenation, and passes off gradually in the course of a few days or weeks without having done any harm.

In association with the yellow tinge, and in other cases without it, are observed, at about this time, tiny red points, scattered or grouped, often thickest near the natural folds of the body, and especially over the chest and parts covered by the napkin, but also upon the face and neck. Old nurses will tell you, with a wise look, that it is "red gum." When it appears in older children they will call it "tooth rash." If you have seen prickly heat in the summer time you will see that it is about the same thing, and if you dress the child so that it is not kept in a more or less continual sweat, the minute water-blisters and red points will dry up and disappear. If the eruption is mainly one-sided, you will find that it is upon this side that the infant mostly lies or presses against in nursing. Indigestion, associated with too much bundling-up, may produce a rash

closely resembling measles, and at times scarlatina may be simulated. In striving to keep the skin healthy, soft, velvety, and free from eruption, all applications are to be avoided which tend to make the skin dry, harsh and rough by abstracting too thoroughly the natural oils and water from it. Among such substances may be mentioned alcohol when used strong, too often, or in too large quantities, glycerine, strongly alkaline soaps or those containing chemical or mechanical irritants, sulphur, soda, etc. Water, too, when used too hot, takes away from the natural elasticity of the skin, and for the same reason extremely cold water is not to be employed. If the skin is harsh, and especially if the infant's general nutrition is below par, much may be accomplished by rubbing various oils into the skin.

It is not alone for appearance's sake that the cutaneous covering of the body should be kept at its best, but because the skin is a most important organ as regards the general health, and the glands it contains must be kept freely open. Furthermore, perhaps the majority of skin affections in infancy are of a parasitic nature, and may be either prevented entirely or kept from becoming severe by constant attention to hygiene of the surface. A clear, healthy skin becomes for the mother an indicator where are recorded the signs of departure from health, just as the child's cry often tells of a beginning painful affection. The eruption may be only one of hives, showing digestive derangement, or possibly a harmless erythema or blush-like redness, even if,

by its striking ringed or circular configuration, ring-worm is suspected; or it may be that the intensity of a redness covering a large extent of the body's surface may cause the mother to think of the ever-dreaded scarlet fever.

Care of the Scalp.

The baby has had its first shampoo. If every vestige of the soft, cheese-like substance could not be removed without too violent effort, it is best left to be removed by subsequent bathings. What little hair is present has been made the most of and smoothed out with the soft baby-brush. While the hair is in this undeveloped state the scalp can be looked upon as so much skin surface and bathed just the same as the rest of the body, but after each bath it must be well dried, if possible in the sun's warmth. Once thoroughly dry, a little pure white vaseline, almond or sweet oil is to be gently rubbed over the scalp. I believe mothers, as a rule, are well aware of the importance of a clean scalp and are generally anxious to secure for the child a luxurious growth of hair. This very desire leads them often into doing too much. There comes a time when frequent scalp-washing reaches its limit of usefulness and begins to do harm. This time depends upon the length of hair and the condition of the scalp, but after the child is three or four weeks old, the daily washing can be replaced by one every few days, and the vaseline or oil can be rubbed in only

when there is evidence of dryness. After a few months, when the hair is beginning to grow long, once a week will be sufficient for a scalp bath, but if oil is being applied it must be given as often as this to remove the oil before it becomes rancid.

If eczema of the scalp should develop, then water must be almost, if not wholly, withheld. It is a common mistake to find nurses and mothers who look upon a beginning eczema as an indication that they must use more water and soap, thereby aggravating the condition. This is true as well of eczema of the face—both very common affections in infancy. I want to speak, too, of the injury that may be done with that abomination and instrument of torture, the fine-toothed comb. Don't have one in the house, and never try to remove scales, dandruff, or crusts with a comb of any kind. Use a comb to take out snarls from long hair, and to comb the brush, and see that the teeth are smooth on the side and not too sharp at the points, so that neither the hair shaft nor the scalp gets scratched and injured.

Remember always that the baby's scalp is tender and that pulling the hair hurts the child and the hair too. Until the hair has a considerable length the brush should be soft; after that a stiff one may be used to give the scalp an occasional brisk brushing. Each child should have its own, and every brush should be kept scrupulously clean.

TEACHING CHILDREN TO "TALK PLAIN."

BY IVANONA BRYSON STURDEVANT.



NE sometimes sees children of five or six years of age who speak very imperfectly and unintelligibly.

As the child grows older, what at first seemed very pretty baby talk becomes a source of embarrassment to the child and of distress and annoyance to the parents; and usually they are led to the unpleasant belief that the child has imperfect vocal organs. There are other parents who humor their children in clinging to their baby expressions; and while this is all very sweet and loving from one standpoint, from another it is all wrong to so disregard the child's future interests. In this day and age of the world, when at six years old the child must learn to read, spell, make figures to one hundred in Roman and Arabic, write with pen and ink, draw ellipses and isosceles triangles, know a triangular prism from a pyramid, and be able to sing by note from the musical staff, the sooner a child learns to utter all the consonant and vowel sounds correctly the better it will be prepared for what is to follow.

I mention uttering the sounds rather than words because upon accuracy of the individual sounds depends the clear pronunciation of words. Speaking words requires a complex action of the vocal organs which it is difficult for children to observe and imitate; while the utterance of elementary sounds is comparatively easy.

To begin at the right point, parents

should begin when their babies first learn to talk to give them the correct training. This need not be made painful or tiresome to either parent or child, but skillfully managed is a delightful exercise. In fact, the little ones enjoy being taught most thoroughly. My sixteen-months-old baby sits on my lap and watches my mouth with the keenest interest while I show her how to make different sounds. I know the baby words are sweet, and we are loth to give them up; but as I said before, there is so much for a child to learn when it goes to school that it certainly ought to be able to speak plainly before it enters. Unless it can do so the teacher must consume precious time in doing the work the parents have neglected.

Taught to pronounce accurately, children may early acquire the use of long words and a good vocabulary by the age of six. To my way of thinking, this is far better than to keep the little one's development retarded by confining its expression to lisping baby words. We must not forget the psychological value of language. As thought stimulates language, so in turn the use of language is valuable as a stimulant to the thinking powers. One of the most delightful little children that I have ever known was a boy of four years whose mother believed in teaching him the use of words. I remember on one occasion seeing him stand for a moment, thoughtfully regarding a neighbor's dog, and then hearing him turn to

his mother and say, "Mamma, isn't it *singular* that a dog wags his tail?" At another time he asked me, "Don't you think Mr. B—— is *rather peculiar*?" To me such expressions of the child's thoughts were far more amusing and interesting than any mere baby talk would have been.

From long experience in teaching sounds I have come to believe that any child that has perfect vocal organs—and there are very few who have any serious imperfection—may be taught to speak all sounds and words correctly as soon as it has acquired sixteen or twenty teeth. This time varies, of course, with different children, but when this number of teeth is present, the parts are all present that are required in making all the consonant sounds. The vowel or pure voice sounds may be formed even earlier.

I say "the child may be taught," but this will require careful preparation on the part of parents to do it properly, unless they are already well posted on the correct manner of making the elementary sounds. With the consonants all the trouble lies. The vowels easily separate themselves when one tries to analyze the sounds in a word; but the consonants have a way of mixing up with each other and with their vowel neighbors that is at first quite confusing. So, as a preparation for teaching their children, parents must practice diligently until they are sure of being correct both in the position and the movements of the organs of speech. It will not do to fix the mouth in a certain way one time, and the next time you go to show the child how the same sound is made to give your mouth some other sort of a

twist, thinking perhaps you make the sound plainer. You must be prepared to place the organs of speech in exactly the same position each time a given sound is uttered, and if you have learned the sound correctly you will have no trouble in doing this. To illustrate: If you are teaching the sound of *b* you must not tell the child to say "*buh!*" one time, and the next time "*ub!*" (Of course, neither way is the correct one.)

But how shall you learn the correct consonant sounds? Just this way: Begin to practice first on those that are made with the lips,—*m*, *w*, *p* and *b*. The first one is easy—simply press the lips together and begin to say the word *man*, but quit before you get to the sound of *a*. Quit with the lips still closed. This is easy, and you will find it one of the easiest sounds to teach to the child first. Probably the child has been making this sound more or less perfectly since it was six months old. The next sound *w* is liable to be given incorrectly. The tendency is to say "*wuh!*" which must be avoided. Begin and complete the sound before unclosing the lips. Take a list of words beginning with *w*, as *was*, *war*, *wet*, *wit*, *will*, and simply begin each word and then quit before getting to the vowel. When teaching this sound to children you can tell them it is the sound the cold wind makes when it blows around the corner of the house. You can make up an appropriate story for each of the sounds as you teach it, and this will add very much to the child's interest in the study.

The sounds of *p* and *b* are a little more difficult than those just men-

tioned above, for there is always that tendency to give the explosive “*uh!*” to them, which is incorrect. As with the above mentioned sounds, keep the lips closed during the entire formation of each sound. It is valuable to practice a list of short words, either beginning or ending with the consonant in question, until its sound separates itself from the other sounds distinctly in your mind. In teaching children the sounds it is very important that their attention be particularly directed to the position of the tongue, teeth, and lips. Children imitate the positions of the organs of speech even more readily than they distinguish sounds, and a correct position will insure a correct sound. One realizes how important a part the placing of the different organs plays in the forming of words when one remembers that the deaf often read the speech of others by watching their lips. Experience has taught me that it simplifies the teaching of sounds wonderfully to show the little ones how to “fix their mouths.” I am indebted to Mrs. R. S. Pollard’s sound system for this striking expression, and also am indebted to her work for many valuable hints on teaching children to speak and to read and spell.

But to resume the consonants. The sound of *t* will be easy, so teach it next, remembering not to say “*tuh.*” *T* is purely a whisper sound, and can be taught to the child as representing the sound a watch makes in ticking. Next try the breath sound *h*. A child makes this sound correctly when it pants for breath after running hard. Try *k*, which is the same as *c* hard, next. This is a whisper sound, and

must be learned by sound more than by position.

Make the sound of *n*, placing the entire end of the tongue against the front part of the roof of the mouth. The sound of *s*, in *see*, also *c* soft, is easily taught to a child that has a sufficient number of teeth, otherwise it is almost impossible to make it.

Z and *s* in *was* are not difficult when one imitates the buzzing of the bees.

For the sound of *f* place the upper teeth upon the lower lip and make the noise a little kitten makes when it is frightened. For *v* place the teeth and lips as for *f*, but make a voice sound instead of a whisper as before.

The sound of *d* seems easy for most children to make, yet it is one of the most difficult when showing how to fix the mouth. Place the tongue against the roof of the mouth and do not say “*duh.*” It will probably take considerable practice in pronouncing such words as *do*, *dog*, *dig*, *dot*, *doll*, etc., to separate this sound properly.

One of the most difficult sounds for children to make is *l*, and you will notice this is one of the last sounds a baby learns. Place the tip of the tongue against the roof of the mouth near the front teeth to say *l*.

G hard is a difficult sound to illustrate, and you must depend largely upon teaching it by sound. Do not say “*ug!*” but try to get the pure sound without any vowel modification. *J* and *g* soft are made by setting the teeth together and forcing the sound through them.

There is *r* left yet, and it is difficult for some children, though others seem to find no trouble in making it. Roll

the side of the tongue against the roof of the mouth to sound *r*.

The sound of *q* is equal to *k*, and *x* is like *ks*, so they will not need to be taught separately. This completes the elementary consonant sounds.

For the vowels, begin with *a* (Italian) and *o* (long). Then take the long vowels in order, and afterward the short ones. For the other vowels consult the unabridged dictionary, where you will find all the vowels dwelt upon at length and thoroughly discussed. After drilling a child upon a vowel it will give variety to drill upon a list of words containing that sound. For example, after sounding short *a*, pronounce slowly, *cat, fat, hat, mat, rat, sat, pat*.

Teach the diphthongs *ou, on, and oy, oi*, and these you will find easy.

Your ingenuity will suggest ways of giving variety and novelty to your teachings. If you are dealing with a child old enough to use slate or blackboard, you can keep him occupied many an hour by letting him form the letters, using the proper diacritical markings where needed, and uttering the sounds they represent as he completes each letter. What if he does learn to print? It will help him to fix the forms of the letters definitely in his mind. Be sure that the letters you place before him to copy are models of accuracy in form and proportion, and when the child comes to read and spell, a knowledge of diacritical markings and the sounds they represent will be of immeasurable value.

As I write these paragraphs, an incident of my school teaching days returns to me vividly. I was a primary teacher, and sounds were my hobby. I had had several pupils who did not speak plainly, but by means of the sound drills I had soon made them models of accuracy. I longed for a real bad specimen to try my theory upon, and one day my desire was fully gratified. A father brought me his eight-year-old son, and asked me to let him sit in school and absorb what he could; he did not expect the boy to learn much, for he could not "talk plain." "*Talk plain!*" I thought. I could not understand a word he said. His father said the child's vocal organs were defective. After the father had gone I took the boy to the window and examined his mouth and throat, but could discover nothing amiss. "I will try him on sounds," I said to myself. Daily I managed to find time to give him private drills, and he watched my mouth eagerly and made every effort to learn. In three months he began to show some signs of improvement, and in six he could speak so that almost any one could understand what he meant. At the end of the second year he spoke with a clear-cut distinctness that was truly pleasant to hear, and he proved to be a very bright boy. I was well repaid for my trouble in the gratitude of his parents, and in my own feeling that I had probably rescued the boy from a life of embarrassment that might have resulted in mental weakness.

NURSERY HELPS AND NOVELTIES.

A Useful Chart.

The accompanying chart will be found most useful in the case of a delicate baby who is being watched from day to day by the physician. All mothers know how difficult it is to remember exactly when the doctor asks: "How much did Baby sleep in the last two days? How many ounces of food has he taken? How many movements, etc." At first it may appear a trouble, but I have kept a chart of this kind for months without missing the record of a day or even a meal. It applies more particularly to bottle-fed babies. With a nursing baby, the number of meals and hour at which the meal was taken, could be noted, but naturally not the quantity of ounces.

Now for my explanation: The upper line shows month and date. The left hand line gives the 24 hours, beginning at midnight. The number of ounces taken at each meal is noted on a line opposite the hour at which the meal was taken. The movements are indicated by a dot at whatever hour they occurred; and the total is shown in the number of dots at top of page. The heavy black lines indicate sleep and correspond to the hour at which it was taken. A dotted line shows broken sleep or "cat-naps." At the bottom of the page the ounces are added up, showing comparative quantity in each 24 hours, and hours of sleep are also added up. Baby is weighed every Sunday, and number of pounds written under the date.

Thus, taking Sunday, February 3rd, as a sample. Baby took his meals at 12 Mid., 3, 5, 7, 9, 11 A.M., 1, 3, 5.30,

February	1	2	3	4	5
12 mid			4		
1 a m	4			4	
2 "					4
3 "	4	4	4		
4 "				4	
5 "					
6 "		4	4	4	4
7 "	4		4		
8 "		4		4	4
9 "			3		
10 "	4	4		4	4
11 "			4		
12 noon	3½	4		4	4
1 p m			4		
2 "	4	4		4	
3 "			4		4
4 "	4	4		4	
5 "					4
6 "	4	4	4	4	
7 "					4
8 "	4		4	4	
9 "		4			
10 "	4				4
11 "			4	4	
Ounces	39½	36	43	44	36
Hours Sleep	14	14	14½	11½	14

7.30, 10.30 P.M. His movements occurred at 10 A.M. and 3 A.M.

He slept from 12 Mid. till 2.30; 3.30 till 5; from 5.15 to 6.30; from 7.30 till 8.30; from 9.15 till 10.15 A.M., etc., etc. At the end of the day he had taken 43 ounces, slept $14\frac{1}{2}$ hours and his weight was $11\frac{3}{4}$ lbs.

Germantown, Penn. M. J. L.

The Hammock as a Sleep Promoter.

There may be among the readers of *BABYHOOD* some mothers of delicate babies who could make use of a device of mine for encouraging sleep in their babies and saving their own backs. The suggestion is not intended for those healthy, fortunate children, who can properly be trained to sleep in their cribs at regular hours; but for the poor little sufferers whose lives may perhaps depend on the hours of sleep which they can be coaxed into taking.

I have found useful a short hammock, just long enough to hang on between the head and foot of a bed. It should be tightly stretched in order to make the little nest as flat as possible, then lined with warm blankets to prevent draught; a shawl thrown over the top, after Baby is placed within, will make it dark enough even in a bright room.

After swinging gently for a few minutes, Baby will often drop off to sleep and the hammock is allowed to quietly stop of itself. Then comes mother's chance for a rest on the bed under the hammock, and if Baby gives any sign of restlessness, a gentle swing will send him off to the "Land of Nod" again.

M. J. L.

Germantown, Penn.

Ways and Means After the Bath.

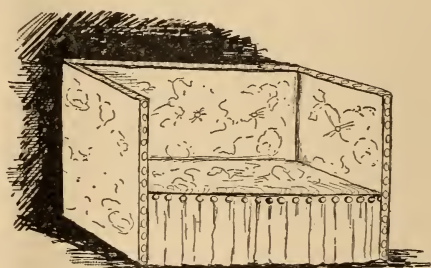
The average baby, on being lifted from his morning tub, usually begins to shriek madly. It is not, as one might easily imagine, because he hates to leave that comfortable spot; but it is because the cold air strikes suddenly upon his little wet chest and stomach and gives him an unpleasant shock. If he is lifted sidewise, or even head first, and rolled up quickly in his warm bath blanket he seems to enjoy the operation much better, and usually waits until he is half dressed before he begins to wail.

R.

Marquette, Mich.

Improved Baby's Seat.

Babies a year old enjoy a little seat of their own fully as well as the older babies, for whom one can buy a suitably sized rocking-chair.



I made a seat for my baby, and it was the envy of all the youngsters in the neighborhood. I took a wooden box, such as salmon cans are packed in, about sixteen inches long, ten inches wide and a foot deep; took off one side, nailed cleats on the inside four inches from the floor, and fastened in the cover board, sawed off to fit, as a seat. I padded the seat, back and sides with cotton, and covered the whole with cretonne, tacking it on with brass-headed tacks,

and also tacked on a little valence to the front edge of the seat to hang to the floor. The bottom was left on the box and it proved to be a particularly substantial and serviceable affair.

Topeka, Kan.

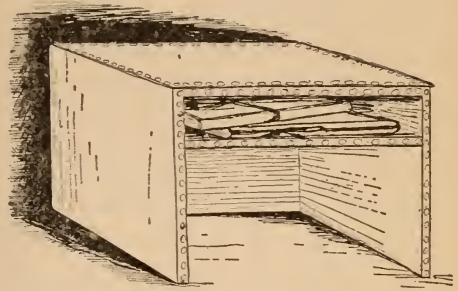
J. W. W.

Home-Made Baby's Desk.

I made a desk for my baby which proved to be a source of great satisfaction.

I took a box a trifle larger than the one I used for Baby's seat, described above, knocked off one side, nailed cleats three inches from the top, and fastened in a shelf; covered the box with dark red felt, nailed with

brass headed tacks; papered the inside of the box, and attached a little cretonne curtain.



It was surprising to see how soon the baby learned to keep his scrap-book neatly on his shelf.

Topeka, Kan.

J. W. W.

AXIOMS WITH RESPECT TO MILK.

BY HENRY L. COIT, M.D., NEWARK, N. J.



MILK is a delicate animal fluid, highly sensitive to exposure, and quickly spoils, unless it receives great care.

Milk is spoiled by the bacteria which fall into it, and which set up fermentations, due to their presence in it.

Vessels for holding milk should be made of earthenware, glass or porcelain, and always be provided with covers.

In open vessels milk should be counted unclean; for it is thus exposed to invisible droppings of dust.

All utensils designed for milk should first be scoured; then cleansed with soap and rinsed with boiling water.

Bottles intended for milk should be cleansed with coarse sand, baking

soda and water; then rinsed and scalded.

Empty milk bottles should be properly cleansed, then filled with boiling water, and allowed to stand until used.

Chemical poisons which germs cast off, and various germs of contagion, are contaminations in milk most dreaded.

Heat and cold are valuable preservatives when applied to milk, but extremes of either are injurious and destructive.

Heat is chiefly useful to destroy the numerous germs which contaminate all milk, and which finally spoil it.

Cold is valuable because it retards the growth of germs while applied to milk, but never any longer.

Milk should never be subjected to the freezing temperature, nor heated

higher than is necessary to sterilize it.

Milk is sterilized when it has been heated with steam or boiling water long enough to destroy the germs in it.

Milk is pasteurized which has been heated at 167 degrees Fahrenheit for twenty minutes, and then cooled quickly.

Pasteurized milk is free from harmful germs, and has not been injured

as when completely sterilized or boiled.

Milk is best preserved when stored in small glass bottles, corked with cotton wool, and kept on ice.

When ice is not available, bottled milk should be immersed in cold water, which should be frequently changed.

Milk which is properly prepared furnishes a whole and sufficient diet for the infant during its first year.



BABY'S WARDROBE.

What Shall Baby Wear?

Properly speaking he is not a baby, but, having no rival in the nursery, he is so called. He is a great, big boy, two years and a quarter old, and we don't know what to do with him now that summer is coming. As a real baby he wore long dresses, of course, for a very brief period (three months) and then he was short-coated—or “tucked-up,” as they say in Devonshire—into low-necked and short-sleeved frocks. Oh, yes! I know you are shocked at the idea of low necks, but it did not hurt him a bit, though he even wore them when he took the long journey to America, for he is an Englishman! When the cold weather came we put him into yoked, long-sleeved frocks of white wincey, and these he has worn ever since with his dainty white pinafores. Don't you know what wincey is? It is a mater-

ial made chiefly in Scotland and Wales. Nothing wears better—that I maintain confidently; it washes and washes and doesn't shrink; it is strong, so it doesn't tear; it is warm, yet light, and it always looks well, even after repeated washings. The same cannot be said of flannel or serge. I have often blessed that worthy Scotch cousin, who wrote, when Bonnie Boy was a wee baby, “Dress him in wincey; I've used it for all my little ones and there is nothing like it!”

But now he is too old for these frocks, yet too young for knickerbockers—here they “breech” a boy at the age of three years—so we cast about for a suitable garment. I can fancy my audience rising unanimously and saying, “Put him into one of those lovely sailor kilts!” But, my good friend, you were not admitted to that solemn family council, when we all

demurred at the idea of Bonnie Boy appearing in that nondescript garment called a sailor suit.

"Of course, when he is older," said the Scotch Papa, "he will wear real kilts of his own tartan; but he is too young for that yet awhile."

"Yes," said Mamma, "but he must have something for rough everyday wear and true Scotch kilts cost a lot, a couple of guineas, at least, and as his tartan is not common you might as well say three (\$15.00). He is too old for embroidered cotton frocks and he is too young for Holland knickerbockers or for a 'little Lord Fauntleroy.' What *is* he to wear?" she added, despairingly.

"At all events," ventured Grandmamma, "don't dress him like little Tommy."

Now, little Tommy is the son of a worthy neighbor of ours. His mother, before she married, vowed that no child of hers should wear a sailor suit. Fate provided her with a son, and when the time came to take him out of frocks she was in a "proper fix." She solved the difficulty by devising a costume—or, perhaps, I should say adapting and modifying a garment worn by some of her German ancestors—for it looked for all the world like the dress worn by "Slovenly Peter." (If you don't know the wonderful book called "Struwpeter," do buy it at once for your little ones; it has been the favorite of three generations in my family.) But to describe this costume, I am afraid I cannot do it justice. Firstly, there is a loose blouse waist of red with full sleeves gathered in at the wrist. Over this is a sleeveless, long coat of

hunter's green, which resembles the mediæval herald's tabard, such as the rabbit in "Alice's Adventures" wore, only the skirt is not so full and stiff, as it is made of cashmere. This is belted with a narrow strap fastened loosely about the waist, such as the Bluecoat Boys, of Christ's Hospital in London, wear. Below this are full unmentionables, almost like knickerbockers, only they are loose-fitting just above the knee, where they are fastened with three buttons. Long colored stockings and low shoes complete the costume. We all agree that sailor suits, even if they were so common and vulgar, were preferable to such a get-up. Poor little chap, we have often said, what a blessing it is that he does not have to go to school wearing such a dress. The boys would tease the sensitive little fellow out of his life.

Our council unanimously decided our child must not have anything *outré*, and that there must be something better than a sailor suit. A committee was appointed to take Bonnie Boy to the tailor's—an excursion that suited Bonnie Boy down to the ground, for he lives amid "the haunt of coot and hern," and to go into the city to see "plenty of horses and plenty of ladies" was his idea of happiness.

The head of the juvenile department of the swell tailor's establishment received our commands: a costume for a boy of two years and three months, large for his age. She stood him on a table and proceeded to measure him with a yellow tape, and then produced the inevitable sailor suit! It was a fine costume, a dark blue blouse with a white shirt front

embroidered with an anchor and a full kilted skirt trimmed with white braid.

"This is what children of his age usually wear," she remarked as she displayed it. We silently assented, so she put it on and capped his yellow curls with a blue trimmed straw hat. We looked at him—and we looked at each other.

"If it wasn't for his lovely face you might take him for a little *gamin*," murmured Papa under his breath.

"It does not suit him at all," said Mamma, aloud.

"All children wear these," said the Mistress of the Robes, authoritatively.

"Just so," boldly ventured Papa, "but we don't want him to look like everybody else." While Mamma mentally rejoiced that he had not said, "like the butcher's baby."

"You would not rig him up in an outlandish dress, would you?" demanded the Mistress, seemingly hurt.

"That depends. I suppose you would call Highland kilts 'outlandish'?" said the fond parent, "yet I expect him to wear those when he is old enough."

We looked about us at the lay-figure-boys in all styles of trousers, knickerbockers, etc., which had amused Baby so much, while the Mistress descanted on the advantages of the sailor suit over all others. Papa strolled about until at last, in an out-of-the-way corner, he came upon a kilted costume of tweed.

"How would that do, if it were in serge?" he asked of Mamma, pointing it out.

"It is very pretty, but wouldn't it look too old for him?" she replied.

"We have it in blue serge, sir, just

about his size," said the Mistress, and forthwith she produced one and put it on him. First there was the kilt, made Highland-fashion, pleated behind and plain in front, and attached to the bodice. Over this went a waistcoat, "just like Papa's," said the enraptured Bonnie Boy, with buttons and pockets and a tiny strap and buckle at the back. Over this again was a well-made little jacket with scallops around the bottom, ornamented with black braid and buttons. Bonnie Boy immediately demanded a handkerchief to tuck into the sweet little pocket at the side.

"That's what his American cousins would call *real cunning*," pronounced Papa.

"But he isn't a baby any longer," said Mamma sadly.

"You can't keep him a baby always, my dear, and you know how he climbs about already."

"If I put on a lace collar and cuffs it would look more babyish and less sombre," said Mamma, meditatively.

"You can easily see the effect, ma'am," remarked the Mistress of the Robes, and she sent to another department for a lace collar.

A long confab ensued. Bonnie Boy was turned about on the table until he was almost dizzy, and at length the committee decided to take the dress home on approval, to be examined by the full council. Then came the great difficulty, for Master Bonnie Boy was loth to part with such a charming costume, full of pockets; but the task of disrobing him was finally accomplished.

The committee reported, and the prisoner appeared in his robes before

the full council, and again submitted to being turned about and fussed over with commendable grace. His collar this time was of real Irish lace, and it was voted that he looked very dainty and every inch a man. But they could not agree that the costume was thoroughly suited to one of his years.

It was put to the meeting and carried unanimously that it was far better than a sailor suit and it must be made to do for the present.

The following resolution was presented and adopted: That this council agree, that no costume really suitable for a child of two years and a quarter is known to them, with the exception of the too utterly commonplace sailor suit.

That they await the invention of such a costume; that the secretary is empowered and requested to lay the matter before the "Mothers' Parliament" of BABYHOOD, and desire members of that body to make suggestions to be laid before this council.

In accordance with the above instructions the subject is laid before the editor.

ANGLO-AMERICAN.

Misplaced Elegance versus Useful Simplicity.

"Wouldn't you like to see the baby-clothes I have been making?" asked a young friend one day.

"Of course I would," I replied; "I love baby-clothes, of all things."

"Then come upstairs," said the proud young woman, "and you shall see some beauties."

They were spread out on a spare-room bed. They were ruffled and tucked and beribboned. There was lace and embroidery galore, but the garments themselves were fearfully

and wonderfully made. The pinning blankets were too narrow, the flannel skirts too long, and the dresses had little stiff standing collars. The night-dresses were so narrow across the back that one almost feared it would be necessary to amputate, or, at least, to dislocate the infant's arms in order to get the garment on or off. The napkins were of cold and clammy linen.

I picked up the crowning atrocity, an oblong affair, and asked what it was.

"That," said she, "is a band. Don't you use bands for your babies?"

The band was of flannel, of a prickly variety; the edges were turned over twice and elaborately feather-stitched with coarse embroidery silk and a small flower was embroidered in each corner.

I looked at it so long in silence that my friend became uneasy, and asked again if I didn't use bands for my baby.

"Yes," I replied, "I do; but I don't use bands like this. If I did, I should expect to find feather-stitching all over his poor little back and stomach every time I undressed him."

"What do you use?" she asked.

"If you have a bit of flannel in the house—fine, soft, white flannel—I will show you," said I.

She brought the flannel and some scissors. I tore the flannel into four strips six inches wide, nineteen inches long, and gave them to her, saying: "Don't you dare to embroider these. Don't even hem them." She didn't approve of them a bit, but she said she was "much obliged."

After the baby came, however, she said she was still more obliged, in a tone that carried conviction with it.

Marquette, Mich. L. W. RANKIN.



SNATCHES FROM THE "CURRENT EVENTS CLUB."

Taken especially for BABYHOOD

BY THE MINISTER'S WIFE.

MILLVILLE, at the time when Charles and I went there in the capacity of pastor and pastor's wife, was an "advanced" town. The wave of woman's rights and enlarged spheres had just struck it, and there were clubs innumerable. All the church societies of course claimed me; for "having your mother with you you've no excuse, Mrs. Brown." Poor mother! she and I would gaze at each other in mingled amusement and dismay after these ladies had departed. "I wonder if they think *you* never are to go anywhere!" I would sputter. But it came about, after I had refused belonging to the Shakespeare Club, the Tourist Club, the Camera Club, the Millville Literary Society, besides several orders and sisterhoods, that the "Mothers' Club" offered itself.

"Yes, do join, Esther," said Charles, nervously running his fingers through his too rapidly thinning locks. Mother thought it "somewhat in my line," which was true, as we have four budding olive branches.

Mrs. Appleby sat awaiting my decision. She was an enterprising body, mother of a large family, a little too loud-voiced and talkative perhaps, but always kindly, with no traces of sar-

casm in her remarks about people or things. Said she: "This is not intended for the women who belong to half a dozen clubs, but for the mothers who haven't time to write literary articles and book reviews. It will do us good to have one 'off' afternoon. We need not feel that our time is wasted, but can take our sewing if we like. And almost any body has time to hunt up some little item on current topics. It will be restful—and *hopeful*. I do think," went on Mrs. Appleby turning to my husband, "that not half enough stress is laid upon *hope*. You preachers mostly talk about faith and charity, but leave out that other one, except for brief mention. I, for one, believe in using all the means that will keep up hope and courage. It is right for us to have something bright to think of in this world as well as the hope of heaven."

"The so-called 'fads,' then, are the reaching out of natures after interests outside of the daily routine?" suggested mother.

"A fad is a good thing!" nodded Mrs. Appleby. "Some time preach a sermon to mothers, Mr. Brown," as he looked up amused and interested. "And tell them to put on something that fits and to plan to have becoming

clothing. Then they will be twice as apt to run out for an errand or call. Dress has a moral effect on people."

"Nothing braces a woman like a new dress," put in Mr. Brown, laughing.

"True. Now, I was never handsome, but I can tell in a minute the difference it makes when Mr. Appleby comes home to supper and finds me fixed up in a neat street dress. I have been somewhere perhaps, and have something bright to tell. The children have a better time; Mr. Appleby looks twice as cheerful, and instead of trotting right back to the store, will hang around, exchanging news, while I clear up the table."

"It is a good thing," said mother, "for women to hold the interest and respect of the family."

Thus I became a member of the Mothers' Club. As two or three maiden ladies desired to join, the name was changed to "The Current Events Club." It met once a week, on Thursday afternoon, at the house of some member. It was delightfully informal; to avoid the nuisance of the bell, members entered unannounced, and left at any time. There were no officers, merely a president, appointed for the occasion, who called on the ladies in turn for their bits of information. Occasionally a paper was written. The club proved to be, according to the intentions of its founders, a bright and helpful association to a number of mothers full of care. While we began taking our sewing, that was soon dropped, for we found matters so interesting to discuss that there was not much time for stitches. There were, of course, many chats outside

of the regular program, private confabs before or after the meeting. It is of these minor talks that I would write.

Chapter I.—Domestic Matters.

Our first regular meeting was at the home of Mrs. Irvin, an odd pretty-faced little body, very short, very fleshy, very active in spite of her flesh, full of schemes, and withal very pleasant and witty. I took the button-hole band of a pair of pantaloons which I was making for Harry, and began to work buttonholes while waiting for the proceedings to begin.

"Do you make your little boy's pantaloons?" asked fashionable Mrs. Page in tones of surprise.

"O, yes, usually. One pair of his father's will make two for him."

"One can buy a pair so cheap; I can't see that it is much economy to make them or have them made. I give all Mr. Page's worn clothing away" (with an apologetic air of virtue).

"It is true that it may not be a great economy to have the trousers made," replied I; "but I think that I should do it, for the material in Mr. Brown's clothing is so much better and nicer looking that Harry looks better dressed in his every-day suits than he would if I bought the cheap suits. Since Mr. Brown is so much before the public, he has to lay aside his suits before they are really worn very much, and, besides, those kept for any work about the house or garden I utilize for Harry or Clarence."

"But isn't it a trouble to make them? I shouldn't have any idea how to go at them."

"Nor did I, but I ripped up an old pair for a pattern and noticed care-

fully how the suits we have bought are made. The pockets are the most trouble, but one gets used to making them."

"I think it easy to dress boys!" exclaimed Mrs. Appleby. "Boys' clothing is harder to make and harder to mend, but it makes less work in the long run—washing, for instance,"

"I don't know about that," said Mrs. Irvin; "there are shirts, how hard they are to iron!"

"But," spoke up Miss Mattis, rather irrelevantly, "I don't like to see these baby boys dressed up in pantaloons. They look so ridiculous with their big heads and spindling legs."

Jolly little Mrs. Tubbs, who had just put Tom, aged two and a half years, into trousers, laughed and said cheerily: "That hits me! But I didn't do it because it was the style. Our family numbers eight, and our washings are so large that I welcomed anything that would save skirts and aprons. This winter Tom wears woollen blouses which only need occasional washing. His other outside clothing can be sponged. Once in a while he has a pair of trousers to be washed, when they get plastered with mud or chocolate drops are mashed in the pockets." A general smile went round among the mothers of boys with pockets.

"I put cotton waists on Cyril, under his coat," said Mrs. Greene. "They wash so much better than woollen, and, really, I find that one or two a week—in dark colors—is sufficient change."

Mrs. Gags, who kept her little boy in ruffled white blouses, looked shocked at this, but said nothing.

"Speaking of washing," said young Mrs. Deane, "I've been contriving in

every way to diminish mine and would be glad of any suggestions. I have lately adopted the black tights, and I wear black skirts exclusively, sateen or silk."

"So do I," said Mrs. Appleby; "and it is almost always cool enough in summer to wear a woollen dress skirt, perhaps entirely without lining, with a cool waist. I see that the little girls from eight to ten are wearing pretty plaid or plain woollen skirts with their blouses or shirt waists. Next summer I mean to make Nelly a dark blue summer flannel suit with some cooler blouses and waists. Then she can wear a black sateen skirt."

"Oh, I think that is too warm for children," said Mrs. Wright. "One can find dark colors in thin materials that do not soil soon. I made May a serviceable dress out of plain dark blue chambrey trimmed with cardinal braid."

"I do not wear any white aprons," suggested Mrs. Sharp, smoothing out a neat black sateen apron worked with gold, in rows of brier-stitching across hems, belt and around the pocket. "I am working this for sister Kate. I have some plain ones for my own wear in the mornings. You see they need neither boiling or starching, and do not soil so soon."

"Alpaca aprons are nice," said Grandma Irvin.

Just then our president arrived and the meeting was called to order.

Chapter II.—Teething.

"How many teeth has your baby?" asked the lawyer's wife of Mrs. Deane.

"Eight, and she is having such a time trying to cut a double tooth; the

gum is fairly blue, swollen and soft as a boil."

"You know," said Miss Mattis, brightly, "they say now that it isn't the teething at all that makes the babies sick, that teething is a natural process, and oughtn't to hurt them,—that it's what the mother feeds them that makes them sick."

Mrs. Deane flushed, opened her lips to speak, but closed them. Miss Mattis had a way of biting off some words and dwelling on others that marked her speech with a series of jerks. Then, too, she assumed an air of superiority, which put any one holding different views in a position of a personal opponent. As Miss Mattis went on with her remarks on teething and the care of babies, I noticed that Mrs. Huntington, over on the sofa, straightened herself and laid down her work once or twice as if about to speak. When opportunity was given, she began, with a twinkle in her eye:

"Yes, I've read all that stuff too. There is some truth in it, but a good deal of it is nonsense. Teething a natural process! Yes, of course, so is child-bearing, and decidedly painful too, and someway disturbs all the natural functions so that you have to be very careful or there will be a funeral. Doubtless many babies are killed by improper feeding—*on top* of the disturbed conditions brought on by teething—yes, *teething!*" and Mrs. Huntington looked around as if she would like to meet the person who could say that teething is of small importance.

"Good!" said Mrs. Deane; "I wanted to say so and didn't dare.

Now my children are being brought up according to the latest approved notions. Indeed, I've no guide but BABYHOOD. I never give my babies 'tastes,' but feed them regularly and on a milk diet. But with no change of diet there is always a disturbance, perhaps even fever and bowel trouble preceding the arrival of teeth, and occurring always in about the same time relative to the coming of the tooth. This has been the case with every one of my three. I am convinced that when babies are both properly and regularly fed they are disturbed more or less when teething."

Then spoke Aunt Becky Stiles, a quiet woman who eked out a slender income by nursing. "They say, too, that drooling doesn't mean anything, that the flow of saliva is greater with young children and does not especially indicate the coming of teeth, that babies one or two months old begin to drool when no teeth appear until the fifth or sixth month." It was funny to see the air of mock wisdom which Aunt Becky assumed.

"Well, I'd like to ask," said Mrs. Fritchley, a new participant in the conversation, "how long it is from the time of the first irritation to the time the tooth comes through. Just lately I watched Willie's gums fill out, the two upper front teeth, the roundness gradually coming lower and lower until the line of the tooth could be seen just under the skin. One place was just purple, or blue, as Mrs. Deane says. I thought they would be through in a week, but it was four weeks before the skin finally broke. Now it seems to me that there must be an irritation early in the formation of the

tooth, else why that desire to bite, and bite hard?"

"Exactly," said Mrs. Deane; "and if I remember correctly, that biting is coincident with the drooling. However, in the case of my baby's last teeth the drooling stopped when the gums were very swollen; then, too, he was afraid to bite, and would show pain when the gums were touched. Nevertheless, my theory is that drooling is caused by irritation. The other day, in the dentist's chair, I was troubled by the saliva collecting

rapidly in my mouth. I said, 'Doctor, whenever I am at the dentist's it seems that an unusual amount of saliva collects. Is it just because I notice it more?' 'No,' said he, 'there is more. The irritation caused by my working with your teeth brings on an increased flow.'"

"All of which goes to show that drooling is caused by irritation," added Mrs. Fritchley, brightly. "Oh, if these learned medical writers could only hear us mothers talk!" laughed she.

NURSERY PASTIMES.

Out-of-Door Children.

The little ones which grow up to be the sort of men and women the world is kinder to than to others—because the world has most need of them—may be grouped under the head of "out-of-door children." They are not the "pale and ailing," engrossed with little pains and aches, and prone to drugs and liniments. The medicine they get is a permanent daily feature of their lives; and if it were possible to find it bottled, the labels would read: "Sunshine" and "Fresh Air."

Morality is, to an extent, a matter of habit, we are told—a good habit, sure enough. Physical well-being is due to a matter of habit. At least it depends upon the habits for its degree and quality.

"Why doesn't your little one go out more?" "Well, I don't know," replies the thoughtless mother. "I've got into the habit of letting him play about the house; and then he does make *such* ruin with his clothes when he goes out!" And another parent will

actually plead freckles as a cause for constraining the little body to the unhealthy influence of almost habitual indoor-living.

Think of allowing the matter of soiled clothing and a few freckles to interfere with the God-intended privilege to enjoy the breezes of heaven and the sunshine!

But this isn't what I started to write. There are many parents so situated that they find little opportunity for their children to play outside the house, on account of environment. The yard is very small, and in it is no growth of green. In Winter it is piled high with drifted snow, and in Summer lies parched and dusty in dry weather, and soaked and muddy in wet spells. Small encouragement for turning out boys and girls into such pent-up, neglected ground.

And what would make it different? That's the question to put and answer, rather than turn away from all possibility in this connection. Don't you know that a ditch a foot deep about the

edges, filled with good loam—a single load—would transform the atmosphere by walls of living green if you would but plant vines? The hop vine, for instance, always hardy and refreshing in its rich color, is now cultivated and offered by the seed-houses in mammoth size and beauty. The land can be easily drained so as to insure dryness at all seasons; a limited area can even be roughly floored besides.



The accompanying cut of a small play-house will suggest to some the way out of certain difficulties referred to. Such buildings are manufactured in "portable" form and sold at reasonable prices, thus being available to many a fond father who believes his child's health and happiness worth half as much as the piano he bought, and which he doesn't want to hear played, ten to one.

Really, a shelter of planed, painted boards isn't an expensive thing in most localities, and, incomplete though

it may be, it serves to bring the little people out into the air, where they belong as much as do butterflies and birds, or any of the myriad kinds of delicate animals which live to thank their Creator.

The warmth and latent life of Spring is inspiration to growths of any kind; and the parents who love their children will see to it that they get just as much of all the glorious vitality "lying 'round loose" at this season, waiting to be absorbed and utilized to the end of better living and better lives, as is in any way possible. The possibility is what I would here emphasize. All things are possible—to love.

CLIFTON S. WADY.

Somerville, Mass.

Sand Pile Adjuncts.

Probably most well-regulated children in these days have a sand pile, but my boy had two or three accessories that very much enhanced his pleasure, and may, perhaps, suggest ideas for some other child's pleasure this summer.

They were simply two dozen bricks, and a dozen different lengths of nicely planed boards, varying from one to three and a half feet. I also sank a large shallow pan in the ground, and on the days when the little fellow was allowed to fill it with water, and wear his scrap of a flannel bathing suit, and sail his remarkable fleet of boats therein, assisted by a pair of bellows, hilarity ran high.

W.



NURSERY PROBLEMS.

Projecting Shoulder Blades.

To the Editor of BABYHOOD :

Can you tell me of a remedy for my little girl's shoulder blades, which are growing out very much? She tries lying down and drill, too, but there does not seem to be any improvement, although she is a healthy, big girl of five, looking almost seven.

If you can tell me of anything which will remedy what threatens to be quite a deformity, I shall feel greatly relieved and very grateful to you.

F. E. S.

Birmingham, England.

Projecting shoulder blades so usually depend upon one cause that the rest may be disregarded with probable safety in answering your question. This general cause is the rotary curvature of the spine. The projecting shoulder blade, the high shoulder, the prominent hip, and various other symptoms, are often observed by parents without their really noticing the underlying twist which causes all of them. What weakness or defect lies behind this twist must first be carefully hunted for. We may mention only two or three. It may be a shorter limb on one side than the other, in which case the correction of the discrepancy by different thickness of the shoe soles goes far to correct the trouble. It is sometimes due to knock-knee, which, by making the one knee go in front of the other, bends the forward one and produces practically a short leg. To meet this requires more than domestic

skill. Lastly and most commonly, we may mention a muscular weakness often seen in overgrown or too rapidly growing children, especially girls.

Treatment must usually be carried out chiefly by the patient or the parent, but its nature and its methods ought to be directed by competent authority, of which you have abundance in your city. Whatever plan is adopted you must be prepared to persist in for a very long time. The deformity being a fault of growth must be cured by intelligent direction of growth, "outgrown" in the good sense, not the evil sense of neglect and left to chance.

The lying down and the drill are both excellent, and usually form a part of the cure, whatever the rest may be. There is a work by Mr. Bernard Roth, published in London by H. K. Lewis, which gives very judicious plans of gymnastics specially adapted to the cure of the curvature, and which we think would be of use to a parent as well as to a medical man. But we think it not wise for you to undertake a plan without the assistance of a medical man in choosing it.

The Proper Dilution of Milk for an Eight-Months'-Old.

To the Editor of BABYHOOD :

Will you kindly tell me how cow's milk should be fed to a baby eight months old? What proportion of water should be used?

Should the milk be given unskimmed? The cow it comes from is a Jersey and the milk is very rich. My baby boy has been nursed by the mother, but must be weaned now.

Normandy, Mo. H. C.

The milk being rich, take it as it comes, and put to it an equal bulk of oatmeal gruel. This will probably be strong enough during the warm months, but a larger proportion of milk may be used if it seems necessary. Feed the child five times a day, about three hours apart, letting him sleep at night. He will probably take 8 ounces ($\frac{1}{2}$ pint) of the mixture at a meal.

Concerning Weaning Time.

To the Editor of BABYHOOD:

(1.) At what age should a child ordinarily be weaned?

(2.) If weaned at about nine months, in the month of June, what will be a suitable diet for a child troubled with constipation?

(3.) Shall he be fed at all during the night after weaning?

M. P. S.

Taunton, Mass.

(1.) The ideal time is about 12 months, but few mothers can nowadays properly nourish alone a child so long as that.

(2.) We should prefer good cow's milk and gruel of oatmeal, beginning with equal parts and increasing the proportion of milk as needed.

(3.) No.

Causes of Bad Breath.

To the Editor of BABYHOOD:

Our little thirteen-months-old boy is troubled with a very bad breath, and I am anxious to know what causes it and what should be done for him. He has had the same trouble several times before when he seemed quite well. He has always been a strong, healthy child and, with the exception of colds, some of which have been quite severe (although he has no indications of

catarrhal trouble) has always been perfectly well. His appetite is good and his bowels are regular, so it does not seem that the trouble could be caused by his stomach. He has been fed on sterilized milk until quite recently. He has had a little beef tea or oat meal gruel once a day in addition to the milk. When he takes only milk he drinks three pints in the twenty-four hours, being fed five times during that period.

D.

Knorrville, Tenn.

The causes of bad breath are many, but in a child of this age it is pretty certainly either due to the condition of the back and upper part of the throat (behind the nose) or to disorder of the stomach. He is taking a great deal of milk, and the stomach is the more probable source of the bad breath.

Inquiries About Sterilization, Barley Water and Lime Water.

To the Editor of BABYHOOD:

(1.) My little girl of five and a half months is perfectly well, weighs $17\frac{1}{2}$ pounds, and has always been fed from the breast. I wished to begin to feed her, so am giving her milk diluted one-third and sweetened with sugar of milk. This seems to agree with her perfectly, but as you often advise mothers to use some preparation of barley with the milk, I would like to know if what I am giving is just as good. I am so fortunate as to be able to obtain perfectly pure milk that requires no sterilizing.

(2.) Will you kindly tell me the value of lime water when added to the milk.

Burlington, Vt.

C. W. L.

(1.) We are not certain whether you are feeding your child entirely or are still nursing her and giving her some artificial food for some reason which you do not assign. When a child is mainly fed from the breast and the bottle is used only occasionally, or in emergencies, it is not necessary to be so critical as to compo-

sition of these occasional meals as one would be for a regular diet. For a regular diet at five and a half months two-thirds milk and one-third water is pretty rich, but if the child does digest it of course nothing can be said. But watch and see if she really is digesting the food. We recommend the barley water because we think it is generally better to use it, but it is not essential.

(2.) It neutralizes the acidity of the milk.

Proper Clothing for an Ocean Trip.

To the Editor of BABYHOOD :

Will you kindly advise a young mother who is to take her first trip across the Atlantic in June what clothing will be necessary for the comfort and health of a little girl of four? Are the nights on ship-board so cool that flannel night-gowns will be required? We wish to take as little baggage as possible, and yet I want her to be always clean and comfortable. She has never worn any but wash dresses. Will flannel or serge be advisable for traveling, and what underwear will be needed?

INEXPERIENCE.

Even in June the weather at sea may be and usually is quite cool to a landsman. It is best to have apparel such as would be suitable on shore for late autumn or a mild winter; in fact, probably the same as the child has been wearing through the past winter. The kind of dresses called for abroad would vary somewhat according to how much and where you travel, but white dresses will be quite impracticable if amount of luggage and expense are considered. The kind of underwear needed also depends upon where you are going. But in most places where one goes in summer the heat is far less than in our own country. Flannel or serge

(for outer garment) will be proper enough. Colored gingham or calicoes would probably be pleasanter when you are not on the trains.

Condensed Replies.

R., Portland, Oregon.—You do not tell how much of the food the child takes per day. It is nearly pure cow's milk and if he digests it in any quantity he has a very remarkable digestion. The food you speak of is rather laxative and might help the constipation, but it would be only fair to the makers to use it as directed upon the label and not to add it to nearly pure cow's milk. The ear should be kept in proper place and shape by tying over it a light night cap or bandage.

Mrs. C., Salida, Col.—You can only feed her diluted milk, beginning half and half (see many answers to the same question in other "Problems.") You may wean at one year of age. Do not try to give porridge, etc., until you have taught the child to take milk and broths, and plain bread and butter of good quality.

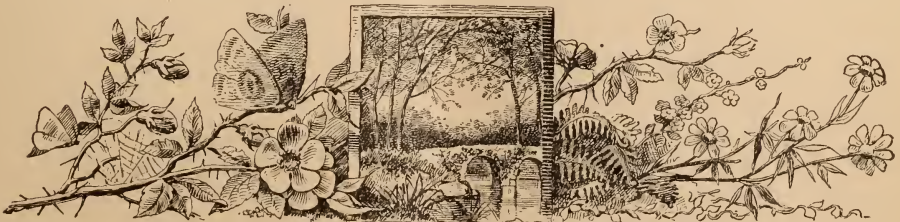
Mrs. S., Beverly, Mass.—What your little girl needs is intelligent medical care. She is evidently ill.

T. H. D., Brooklyn.—The child could then (and can now) undoubtedly take pure milk. She certainly has taken already things more difficult of digestion. If at any time it appears too heavy, it can be diluted more or less with water. If the constipation is increased, give with the milk oatmeal gruel, strained or not, according to the degree of constipation. For clothing on voyage note what is said in answer to "Inexperience."

Mrs. L., Madison Ave., N. Y.—The patent medicine alluded to may or may not be desirable in a given case. But we do not “recommend” any such, nor, indeed, any medicine of any kind to patients about whom we know nothing.

“An Old Subscriber.”—The child probably has enough food. While not very large in amount, it is very rich in kind and very nutritious. If her digestion seems to be equal to it, it need not be changed. Will she not take bread and butter? If it agrees, we see no need of change during the hot weather on the ground of necessity, but she may have the baked apple, one ordinary-sized apple, freed from core and skin, of course. This would be a part of the dinner meal at which there is no milk. Other fruit, such as prunes, can be substituted, if thoroughly cooked and prepared, the pulp only being eaten. Regarding fresh fruit, eaten raw, we can only say that as much if not more depends upon the ripeness and freshness of the fruit as upon the kind. Sour or unripe fruit or stale fruit is always to be avoided. We do not think that the time of year has much to do with the digestibility of crackers or of most other things, except such as may be spoiled by heat or injured by cold. Whether or not you should boil or otherwise guard your milk for

summer use depends upon where you live; that is, how good and how fresh it is. If you are in town in hot weather some safeguard will be pretty certainly needed. Some persons with an eczematous tendency do show a roughness of skin when taking oatmeal; we do not remember to have seen it depending upon gruel of oatmeal. A good way to determine would be to leave it off for a week or two, resume it for a similar time and then leave it off. If the trouble came and went with the use of the gruel it might fairly be considered a cause. Eczema is a variable disease, often improving as warm weather comes on, and it is not so easy as it might seem to be to say offhand whether this or that article of diet is harmful or not. The change in the relative plumpness of the legs has no definite meaning that we know of except this: disuse of the legs during illness makes quite an apparent change; a weak arm may soon be used and gain some of its strength, while the legs, having to carry a burden, can be more slowly and more gradually put into their old activity, and hence gain more slowly in size. The derangements of digestion often give a bloated appearance to the abdomen and make the legs seem relatively smaller than they really are. Beyond these points we doubt if any known law of growth controls these variations.



STORIES AND SONGS FOR OUR LITTLE ONES.

BY G. K. PENFIELD.



UST what sort of stories are suitable for the tots is something of a question. A child's mind is so retentive, his imagination so vivid, that impressions gained at an early age are very apt to be final. The first stage of a child's life is one entirely of impressions, and it is wise to be very careful to instill only pure sweet thoughts, devoid as much as possible of an exciting nature. If a tale is necessarily more or less cruel and exciting, tame it down as much as possible, or make the action point to a moral which will benefit him. Always leave a story with a bright cheerful ending, if possible. For the wee ones, as a rule, a familiar dog or cat, a pet doll or a pretty picture, may form the nucleus of a tale full of interest and instruction, if properly built upon, and the eager little listener's face will be full of question, his bright eyes round as saucers; and at the end of your story you will be besieged with numberless questions as to how, when or why "Doc" did it or said this or that.

In my nursery for our little ones we have hung a number of bright colored prints, such as the "Sewing Circle," a yard of birds sitting on a fence, "The Tallyho," etc., etc., and almost every evening our little boy wants his song. I take a familiar tune, and sing a little story concerning each picture, making it as interesting as possible, and I was amply rewarded not long since to overhear him relating

stories to his nurse, telling her what the birds were singing, where they lived and what each picture meant to him as he had learned the thoughts expressed in my impromptu song.

In telling a tale, tell of some heroic deed performed by a dog, giving a precise description of the habits of the animal in general, and it will be a lesson in natural history which the child will always carry with him. If taught by some interesting tale how intelligent, willing and gentle the horse is, and how wrong and wicked it is to whip and abuse him, affection and regard for his right to human sympathy will be so instilled as to grow with the little man, and become part of a noble, gentle nature which by rights should be his inheritance.

A little three-year-old came running to me the other day, with his eyes full and his lips quivering. "Oh, Mamma, you spoke cross to my Doc!" I had for the moment forgotten my part in his education, and in my impatience had spoken harshly to his pet setter, in his presence.

By nature, a child is willing to make personal acquaintance with all of God's creatures; even the worm bears no distinction in his little mind, and why should it? A harmless, innocent thing, and yet how many of us in our repugnance, unconsciously perhaps, teach our little ones a lesson of aversion so foreign to their nature. If, on the contrary, we learn of its habits and uses, and can teach them to our child by the recital of some story, invented

perhaps by our own imagination, how his interest will increase and what a useful lesson it may prove! For it is only in his desire to investigate, and to satisfy his natural curiosity, that the child seems cruel in his treatment of helpless insects and animals. Teach him therefore its daily life and aim, and he will only watch, not touch.

The songs, illustrated by motion, as they are now in the kindergarten system, are admirable means of impressing a thought upon the infant mind. "Mrs. Pussy and her Kittens Four" is a very pretty, catching little air, and when emphasized with the motions, becomes doubly interesting to the little one. The trial for the mouse and birds tells the habits of the cat, while the happy escape of the would-be victims leaves a bright, cheerful thought upon the mind, and "Mrs. Pussy and her Kittens Four" are left contentedly eating their usual dinner by the kitchen door.

"Little Squirrel Living There" is an

other pretty song, telling such an interesting story; and how the tots enjoy making the cage and basket with their tiny fingers.

There are innumerable stories of value, if told in song they will leave an impression which will always endure.

Stories of the Bible are necessary in our education of the babies. They can be told in simple baby language if certain familiar objects and pictures are used with which to illustrate, and it is more than gratifying to know that our little ones are early forming a knowledge of the great truths.

A sweet way to bid a good-night to the child is by a recital of a little verse of Scripture, although I prefer to let the evening prayer end the day, and the sweet "Good night, happy and speedy dreams," lisped by the little ones, is beautiful. If the couch is sought by the sleepy little one, with his mind full of happy, dreamy visions, the awakening on the day to come will surely be a bright and happy one.

THE MOTHERS' PARLIAMENT.

—"Mamma, don't punish me before you hear what I have to say." Thus spoke my little fellow of eight on my return from a visit the other day.

"What did you do?" I inquired, "why should I punish you?"

"I brought my express wagon full of earth from the woods for Mrs. Thomas, and she gave me five cents for doing the work."

"You know I never allow you to take money for doing favors," I replied. "You must take the money back to Mrs. Thomas and tell her that

you were glad to do the work, but that mamma does not allow you to take money for it."

"All right, mamma," he answered promptly, and away he marched like a little man. But when he came back, oh, what a change! His eyes were filled with tears, his lips were quivering, and he was unable to control himself sufficiently to eat his supper.

"Edward, now try to be a good boy," I finally said, "or you will have to eat in the kitchen."

"I can't be good," he answered, "and it is all your fault. I worked so

hard, I think I deserved that money."

"But you know I have often told you that you must be willing to do things without being paid."

"Mamma, I did not ask for the money, and I only wanted to buy little books with it, and you never give me a penny, and"—here he burst into sobs.

My heart ached for the poor little fellow, but I felt that I was right, and I had to appear firm. Later on, when the child had calmed down sufficiently to eat his supper, and when I reflected on the evil effects of the deprivation on his temper, doubts began to arise as to the wisdom of my course.

Had I looked at the matter from the right point of view? Ought I not to have made allowance for the little fellow's honest pride in his labor and its just reward? Should I not have shown some appreciation of his desire to spend his money in a sensible way?

Similar questions may have agitated the minds of other BABYHOOD readers. Perhaps one or the other may enlighten me.—*L., Philadelphia.*

Domestic Treatment —In your January
of Hernia. number the first
"Nursery Problem" is from one who seems to be having serious trouble with hernia.

I have just succeeded in curing my baby boy, who is now five months old, and the remedy, given me by a friend, is so simple and yet so effective that I want to give it to everyone who has the same trouble. It is this: an old fashioned wooden button mould—mine was hardly an inch in diameter, though an older child

would probably require a larger one—covered smoothly with a very thin layer of cotton and outside of this a piece of old linen. One side of this is of course flat, and the other rounded. Put the rounded side against the navel, press it into place, and hold it there by means of four strips of surgeon's plaster half an inch wide, the middle of each being directly over the button.

If the surgeon's plaster be as good as it should be, it will stick without heating. If, after this has been worn a month without changing, the hernia is not yet cured, the bandage or plaster should again be put on and kept on until the cure is wrought. It may take six months, though one or two will probably be sufficient.—*E. E., El Paso, Ill.*

[The plan of treatment is a well-known one, having been used by medical men for a long time. The button-mould, hemispheres of cork, of lead, and of various substances have been used. If it is applied early and persistently, and if the skin does not become irritated by the plaster it sometimes succeeds in effecting a cure. We have used it more frequently than our correspondent and therefore are less enthusiastic.—*Med. Ed. BABYHOOD.*]

Physician and Patient. —I desire to give my hearty commendation to the first article in the "Mothers' Parliament" of BABYHOOD for March. You cannot bring the matter too forcibly to the attention of physicians.

The unwillingness of a physician to explain to the intelligent mother what

he is doing, and what remedy he proposes to use, puts him in an unfavorable light immediately. No mother who values the life of her child wishes to treat him in illness if it is possible to avoid doing so. We do not need to be reminded that "a little learning is a dangerous thing." But occasions sometimes come when the mother must be able to give a remedy quickly and to understand what its continued effect will be.

My own physician, whose wisdom and loving care have been the blessing of my six children, has always told me what medicine he gave and why he gave it; what changes to expect and what to do when they came. His custom of recognizing in me his intelligent assistant, and instructing me as such, has put many another physician under whose care the changes of travel have brought me into most unflattering contrast.

I can see no valid reason for the common refusal to name the remedy. The only one imaginable is the benevolent desire to prevent mothers from doing harm to their children by their ignorance, and so increasing infant mortality. If I have written lengthily it is because I have restrained my pen on this subject so many years.—*A. F. B. K., Washington, D. C.*

A Plea for
Baby's Whims.

—Truly the pos-
session of a baby
who will take his

naps, his food, and his night's sleep in peaceful regularity is a thing greatly to be desired and striven for—with in due limits. But has Baby no rights in the matter? If, for instance, in the opinion of mother or nurse, bed-

time has come, it does not always necessarily follow that it has from the baby's point of view. There may be good reasons, physical or mental, why it is impossible for the child to fall asleep. To put a baby to bed, like "M. C. B.'s" poor infant, at six "to cry herself to sleep" seems to me injudicious, to say the least. It is a most excellent way in which to develop a fretting, petulant child who "hates to go to bed," and with good reason, methinks.

A baby is bound to be a great and incessant care, but disregarding his preferences is not the only way to lessen it. A mother who has brought five children to manhood and womanhood has told me that the best way to make a child a good one was to keep it pleasant, for there was a "habit" of crying to be avoided quite as much as any that may be formed. My heart goes out to the poor babies who are victims to systems of "training" which are often administered to "save trouble" to the mother, with all too little regard for the small human being's individuality.

My baby has convinced me that, nine times out of ten, Baby's being "broken of a bad habit," simply means that, having tired of the habit in question, he has dropped it of his own accord. There were weeks when he insisted upon being rocked to sleep in my arms; now he prefers to be laid in his crib when he is sleepy. For two months he began his night's sleep at four or half after in the afternoon, awaking, greatly to my discomfort, between three and four in the morning. Following advice, I tried to "break him of the habit" by keeping

him awake until six, with the unhappy result of making him so nervous that he scarcely slept at all! However, he has gradually made his retiring hour later, and now—he is seven months old—goes to bed between seven and eight, to sleep until six or seven in the morning. And so of many of his habits, formed only to be changed for something new.

This is not written to advocate no training, but to suggest that a baby will be better and happier for a judicious letting alone of many of his small whims, although they may, from our point of view, appear objectionable.—*Mrs. W. J. Ballard, Jamaica, L. I.*

The Poetry and
Prose of Sleep.

—“The mystery of folded sleep” is the poetic way in which

Tennyson refers to it in his “Dreams of Fair Women.” Certainly there is no sweeter example in all the realms of dreamland than the slumber of a little child.

But the advantages of sleep appeal to more than our poetic sense, they appeal to our common-sense as well. There is a hygienic element in the satisfaction with which we may watch the dimpled slumbers of our darling; and the smile which so often lingers about its tiny mouth tells of nature’s kindness and stores of strength in the young life.

Of all the rich blessings of youth, none comes to us laden with larger generosity than this one of peaceful, restful sleep, which childhood has, but reckes not of. The themes it embraces have been sung with more feeling and with a wider response than nearly any

other. “My Childhood’s Dream;” “The Trundle Bed;” “Sleep my little one, sleep my pretty one,” and hundreds of others of lesser note, in similar lines of thought, have been sung to the rhythm of human hearts the world over. Disturbed sleep is one of the earliest and gravest warnings nature gives us that our physical well-being is injuriously affected in some matter. If nature’s soft nurse will not “weigh my eyelids down, and steep my senses in forgetfulness,” I know the cares and burdens of maturer years have brought just causes; but no such reason holds with little ones, and troubled slumber or wakefulness in them demands serious and prompt attention.

Your little one with “a good night’s rest” is fortified against the many ills, of great or small magnitude, that childhood is heir to under our careless modernism. The recuperative power of it is wonderful. Sleep alone will oftener cure the average fretfulness in babes and children than will medicine; for to its lack are due such troubles, in many cases. The child, deprived of the proper amount of sleep, is easily moved to petulance, to wrath and useless tears; while one given its full measure of rest should be, and commonly is, good natured and of pleasant disposition.

Think of the many miles actually traveled in a day by the tiny, busy feet, and let them—indeed, MAKE them!—go to rest in a seasonable hour, even though they do not at once drop to sleep. A five-year-old in my house is snug as a bug in a rug by six of the evening clock, daily, although his tiny playmates “stay up” till eight

oftentimes. I conceive that these two additional hours of rest will go toward making a longer life for him—and a more complete and happy one, too. More sleep! More sleep! More sleep!—*W.*

CURRENT TOPICS.

The Nursing of Sick Children.

The child, as a child, is very sympathetic and receptive, and should be studied as such an individual. When we have the spoiled child to deal with we must rescue that one from certain whims and fancies. We must not only rescue him but, in doing so, take care that we do not resort to any means which may prove disastrous to us as individuals capable of exercising control over our fellow-beings. Every physician and every nurse has had considerable experience in this direction. Every physician cannot make friends with the child any more than every individual can make friends with his fellow-men; so that some times disappointments meet us. When we think we are accomplishing the object in view the child suddenly becomes rebellious, takes a dislike to us and then we might as well give up the task and try to alleviate his sufferings in some other way. A great deal depends upon the manner in which the child is approached. If you approach a sick child in the manner in which you approach an adult, in nine cases out of ten you will fail. On the contrary, if you resort to some device, some system that you may plan for yourself, you can in a very few moments subdue the most rebellious child, and he not only will not be afraid of you, but he will very soon enter into conversation and fall into the trap you

have set for him, when you will have no further trouble. If you go into the sick-room and immediately approach the bed with a spoon to give a dose of medicine, you will fail in nine cases out of ten; but if you resort to a little policy in attempting to overcome the child's prejudices, to make him acquainted with you, then you can do almost anything you desire. This is simple enough. Every child, no matter how poor its parents may be, has a toy in the room, probably occupying the most conspicuous place; with a girl it is, perhaps, a doll; with a boy, a horse, cow, or wagon. It should be your object to interest yourself in the toy, and with this interest comes the child's interest in you. Very soon he begins to talk, and it is not long before you are his friend, and you can accomplish your purpose. Never gain the child's confidence by lying to him, this is one of the most pernicious practices that can be used with a child. How often we see the parents promise their child the most improbable things if he will permit the doctor or nurse to give him his medicine, or if he will permit the regular nurse to dress him. By resorting to such deception the child soon learns that he is not going to get what has been promised, and you will have to resort to some other lie to cover up the first.—*From a lecture by Dr. Samuel S. Adams, Washington, D. C.*

Progress in the Care of Children.

It is a very gratifying fact to note that the death-rate among infants and those under age is gradually declining. The power of resistance to disease and death has in recent years increased, but this increase is much more marked among young adults than among young children. This condition of affairs is unfortunately not universal, for in some places the infant mortality is very high, and an authority says it is due to a social rather

than to a sanitary evil, and one which arises rather from ignorance and neglect than from what are generally known as unsanitary conditions.

Mothers may be taught and influenced to use the necessary care to rear a large proportion of their infants, but they cannot be driven to this by any laws. The survival of a large proportion of infants to complete the first year almost necessarily implies a higher standard of health among the survivors.—*The Popular Health Magazine.*

What do You Feed the Baby ?

NOTHING IS SO IMPORTANT AS THE RIGHT FOOD.

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SIMPLE RULES FOR BABY'S BENEFIT.

BY W. C. MCGEE, M.D., HOUCKTOWN, O.

Member Ohio State Pædiatric Society.



NATURE seems to be trying to exceed herself in the glowing delicacy with which she shows her charms in a healthy infant's mouth. The membranous lining is so soft and beautiful that it seems quite unprepared for the reception of the great variety of objects with which it must combat and ward off injury and disease. No physician nor mother can doubt that so thin and vascular a lining has very great absorptive power. This fact springs upon us anew with every statistical report of the great mortality in children under five years of age.

A great number of objects, most of them unclean and unfit, once within reach of Baby, are sure to enter his mouth, and, if the whole truth were known, doubtless become the source of disease, with all the complications to which infancy is heir.

We find, too, no less delicate an arrangement in the continued membranous lining of the œsophagus, stomach and intestinal tract of the baby. As in the adult, irritation of this membrane in the stomach or intestines of infancy is

indeed a serious matter. But we must bear in mind that irritation is also much more easily produced in the infant than in the adult.

Cleanliness is the golden oar in the steerage of infant life. But every mother severely tests the theory when she asks how and what is to be done. Perhaps but one thing can be done, theoretically, to attain the ends of ideal cleanliness, and that is to keep the entire globe with all its contents under a reign of permanent and absolute sterilization. Next to this (and with considerably less trouble) we would advise most diligent watch over Baby's playthings. A sufficient variety can be provided, and these can be of such a character that sterilizing will not injure. Many babies are sacrificed every year by being allowed to play with the toys of other children while taken for a visit to friends or neighbors. We hope to impress mothers and nurses with the importance of most scrupulous cleanliness of everything within reach of the baby so long as he retains the tendency to try everything with his mouth.

As to foods and the nipple-shields,

bottles, etc., used in artificial feeding, we can only say, apply with greatest diligence the same golden rule. To this we might add that it is as important for the whole surfaces of the breasts of a nurse to be thoroughly, though gently, cleansed before each nursing as it is important for Baby to have his daily bath.

Besides the points above noted, there are several important things for the nurse to bear continually in mind :

1. That Baby's future strength and hope lie largely in the care he receives till he is two years of age.

2. That Baby's mouth should not be victimized by a various multitude of "kissers."

3. That "colicky spells" are very often the natural result of over-attention or irregular feeding. The stomach of an infant holds but a very few ounces. It takes about an hour for digestion after a nursing, and some time should elapse between feedings further than is required for digestion. The stomach of the baby requires rest just as surely as that of a grown person.

4. That a healthy baby will sleep from [16 to 21 hours out of the 24, only awaking for his meal if a regular time (say 2 hours apart) is established. Too much and irregular nursing has much to do with causation of the dangerous and troublesome diarrhoea of infancy.

All sorts of sweetened mixtures are given the baby, and help to produce stomach and intestinal irritation, indigestion, catarrh and stomatitis. Many a helpless child is sacrificed by stuffing it with all sorts of remedies for every conceivable ailment, real or imaginary. We believe that Baby's chances for good health are much better if he does not make the acquaintance of medicines, sweets, etc., in his earlier days. Certainly medicines should never be given except by advice of an intelligent and careful physician who is thoroughly informed on affections of infancy and childhood.

Many infants suffer from being too closely housed. From the time Baby is one month old he should be taken out every nice day for an airing in summer, and as often as possible in winter. His eyes should always be protected from a bright light.

Let Baby live in a reign of cleanliness, let him get intelligent nursing by a healthy mother, plenty of sleep, fresh air and sunlight, and careful handling; let him be guarded from too much tossing about and kissing by his admiring visitors; give him few sweets and so-called remedies, and he will kick and chatter approval, thrive well, and every one will call him, as he will deserve to be called, by the natural appellation of "good baby."



THE KINDERGARTEN AS RELATED TO BABY'S EYES.

BY NELSON L. NORTH, JR., M.D.

Surgeon, Eye Department, Brooklyn Throat Hospital ; Assistant Surgeon, Brooklyn Eye and Ear Hospital.

HE casual reader at sight of the above heading will say, why, what has the kindergarten to do with Baby's eyes?

We little appreciate the constant and continuous use to which we subject our eyes until, from some cause, more or less serious, we are deprived, in whole or in part, of their use and we find how great and constant has been the service to which we had subjected them from our earliest days.

Now, what are the conditions of the little ones when sent to the kindergarten? In many cases, the eyes are perfectly normal and in many others there exist errors of vision, of more or less severity; yet in most of the kindergartens the children are given the same kind of work, and expected to secure like results, no matter what amount of eye effort may be needed.

Again, what is the character of the exercises? Often extremely fine and necessitating the threading of needles, the picking of pinholes and the abominably fine paper weaving, as trying to their little eyes as fine drawn work is for the adult, to say nothing of the many bright colors. This kind of work is frequently continued, without change, for long periods, and I have known children to be severely scolded for not readily threading their needles when from their error of vision it was almost a physical impossibility.

But you say it cannot be injuring your child, for she is so fond of it. Very true, so she may be, and so may her mother be fond of fancy work, and yet she knows it hurts her eyes and makes her head ache. We all are fond of many things that may not be for our best interest. The little one likes the pretty work and does not realize the strain on her eyes until from headache, redness, and burning of the lids, styes, etc., or possibly the presence of a slight cast in one or both eyes, the mother's attention is attracted, and she notices that whenever the child is away from the school and not using them, the eyes look and feel well. As soon as the kindergarten opens its session again, then the old story of headache, etc., is renewed, and the child is peevish, nervous and out of sorts.

At the early age at which many children are sent to the kindergarten their eyes are not fully formed, and being more or less plastic are easily susceptible to alterations in depth, etc., due to over-taxation, and these changes, although very slight, often are sufficient to cause visual errors in eyes which otherwise would have developed into perfection. Where slight imperfection previously existed, this is increased to serious trouble and the children are compelled to wear glasses to correct what might have been avoided had proper precautions been early adopted.

How can the kindergarten be managed so that this really excellent institution may be made an instrument of good instead of evil?

A few simple rules must be insisted on.

First.—Well lighted, heated and ventilated school-rooms.

Second.—Short exercises, say, for twenty minutes, alternating the work with play. In clear weather out in the playground, and when stormy in well-adapted play-rooms.

Third.—Careful watching of the children, to see which seem to have difficulty, and analyzing this difficulty to determine whether it be mental or visual or both combined.

Fourth.—Variation of the tasks for

different children, depending on their showing either by holding the work in an unnatural position, or complaining of their eyes or head, that the eyes are not acting in a perfectly normal manner.

Fifth.—Calling the attention of the parents—through the teacher—to these manifestations on the part of the pupil, that they may have the child cared for and obtain the advice of an eye specialist as to the best method of preserving the eyes and preventing serious trouble.

Some of our Brooklyn kindergartens, I am pleased to say, have adopted these methods and find them much more satisfactory than the old ways, both to teacher and scholar.



SUMMER DIET.

THE approach of warm weather brings to the thoughtful mother the consciousness of increased care, as this is the season requiring the exercise of much forethought in regard to the diet of the little ones. Milk is the first thing to suffer—carelessness in handling is met with everywhere. It is appalling to any one understanding the subject to see the carelessness displayed by those in immediate charge of milk, by milkmen, maids and nurses—to say nothing of those who are nearer—all of whom play so important a part in nursery dietetics.

During the hot summer months it is not only difficult to secure sweet milk, but it is equally difficult to keep it so. With this idea fixed and kept constantly in view, the only safe plan for mothers to follow is to Pasteurize all milk used. Pasteurization is, practically speaking, the low temperature process of the former method of sterilization, allowing the milk to reach 167° F. instead of 212° F. as formerly. Boiling the milk will not answer, as it may, and is very likely to, produce undesirable results. A high and prolonged temperature produces unfavorable changes in the milk, making

it unsuited to a child's digestion. All that is necessary is to kill the germs the milk may contain. Simply enough heat must be applied to the milk to keep it sweet until the next supply can be secured, unless when traveling—when the higher temperature may be used (212° F.).

For nursing infants, the most convenient plan is to use an Arnold Steamer without the hood, which gives the desired temperature of 167° F., or the Freeman Pasteurizer. Either of these is very convenient for infant feeding, as each meal may be prepared separately. For older children and for family use the milk may be placed in a fruit jar and set in a suitable vessel or in an agate double boiler, the requirements being that the interior vessel shall be raised above the bottom of the other, and that the water shall reach nearly or quite as high as the milk. When the water reaches about 167° F., the vessel is removed and kept tightly covered for a half hour, after which the cooling should be rapid, and the milk should be kept in a low temperature. For those possessing an Arnold Steamer, the work is less, as the jar of milk served by milkmen may be placed in the Steamer after loosening the cover as soon as it is received in the morning, and any ordinarily faithful servant can follow the directions, as they are simple. This plan is of importance in warm weather, as Pasteurization should be done as early in the day or as soon after the receipt of the milk as possible. With these precautions taken, mothers may rest assured of one point, at least, in connection with the question of summer diet: that the *milk*, which

is, or should be, the base of the greater portion of the food given in the nursery, is sweet and safe to use for a child of any age.

The preparation and administration of this milk must be the next consideration, as there is nothing more productive of infantile disorders, especially in summer, than over-feeding and improper combinations of the ingredients required. The safest plan to follow, if in doubt, is to consult a physician who is a specialist on children's food early in the season as a safeguard, or the moment there is any sign of difficulty. Cases must be individualized for treatment (generalizations can only suggest to the thinking mother the course to pursue), as every child requires special treatment at all times, whether well or ill, whether an infant or older child. This is particularly true in regard to diet in the summer time for older children, which, as we have said before, is a trying period for the one who provides—not so much in finding variety as in being able to make the proper selections from the tempting supply of fresh fruits and vegetables, and in discarding the foods that are unsuitable for the hot months of this season. Oatmeal, the reliance of all for breakfast in winter, may now be discarded, if it should prove too heating. Many children will not eat hominy or wheat, which is a perfect summer cereal if well cooked. Eggs may be used but two or three times a week. Hence, the breakfast menu is the first stumbling block, and one likely to give trouble if not considered carefully. Almost all children, especially those of a nervous temperament or anæmic

type, are better for a hearty breakfast and one of sufficient variety to tempt the appetite.

If mothers will be content to step out of the beaten track and provide dainty dishes that are not looked for at this hour, they will be surprised to see how quickly their efforts will be appreciated. At this season of the year, for children over five, a few *sound, perfectly ripe* strawberries (only four or five), with the hulls on, and the berries simply touched with sugar, or half a dozen large black cherries, perfectly ripe, laid upon the fruit plate for the beginning of the meal, followed by dainty slices of well-baked home-made bread and butter, and half a dozen asparagus tops that have been boiled tender in salted water, with a glass of cold or warm beef tea, as preferred, will make a most appetizing variation from the usual menu of eggs, oatmeal, potatoes, etc., and it will be one that a child will be sure to enjoy.

Dainty serving is one of the most important adjuncts of the nursery. If the fancy of a child is pleased, he will, in all probability, eat most heartily. On a very hot morning I frequently find I can invite sufficient appetite by building engines, or toy houses, etc., of small pieces of bread, well buttered with *cold* butter (a little lump of butter on each piece of bread, not spread on in the usual nursery style, which, to say the least, is not inviting), and crisp bits of bacon served with each piece of bread. This may all be put upon a decorated plate, which will suggest a story to the child. I have frequently seen a delicate child, one of the kind who would rather play than eat, take unconsciously a most

satisfying meal while he was being entertained with an interesting story about a dear little cherub on his plate who was pictured as eating an apple. I have, also, seen this same child drink *glass after glass of* milk when it was served in a wine glass with a stem, whereas he would invariably refuse milk if given in a cup or tumbler, saying he was not hungry. There is a fitness of things that must be considered when feeding children, and at no time is it more necessary than in summer, when the intense heat tries the tempers of adults even, who are certainly more resistant than children to the various climatic changes to which we are usually subjected.

A cool-looking dining-room, shaded to rest the eye, with inviting napery and pretty table appointments, flowers, etc., is inseparable from comfortable summer life. What could be more inviting to the eye, as well as to the appetite, of a fretful child, who has probably been awakened too early by the heat, or who has passed a restless night for the same reason, than the sight of a prettily laid breakfast table—flowers, fruits, and some little surprises at his plate to charm away his languor?

A dish of cold snow pudding, which contains ingredients that are all beneficial to a child (gelatine, eggs, fruit, etc.), will work like a charm. A glass of milk and a few fingers of bread and butter will complete a satisfactory meal. It is well to remember, in mid-summer time, that a light early breakfast is preferable to a heavy later one, and that a glass of milk, or of beef tea, and a few crackers may be given midway between break-

fast and dinner. Tapioca is also of value in summer diet, as it may be used in a variety of ways for any meal in the day—either for dessert for dinner, or for the main portion of the meal for either breakfast or supper. Desserts used in summer should be supplementary foods. By this I mean that eggs, rice, tapioca, milk, etc., should be freely used when making desserts, that this portion of the meal may contain a goodly share of the nourishment required for the meal taken. In this form, these ingredients are easily digested, and the main part of the meal need not be so heavy as in cold weather, thus relieving digestion somewhat at a time when it is needed.

Meat should be used sparingly—broths, eggs, milk, maccaroni and good butter should take its place. Of starchy foods, rice and potatoes are preferable for hot weather. Rice possesses no fat, and potatoes are nearly all water; but great care must be given to cooking them properly. Potatoes should be baked in a very quick oven for nursery use—one that is hot enough to bake a potato of moderate size in half an hour. Rice should be subjected first to a steady, rapid boiling for thirty minutes, then turned into a colander and boiling water poured over it until the water runs

clean, after which it may be put into the oven for a few minutes to steam dry. When done in this way every grain will be double its first size, and each grain will be distinct from the other. The pasty concoction served frequently to children as boiled rice is an abomination and not to be tolerated in any well regulated nursery.

Suggestions for breakfast in June :

One each of the following articles, with cream and salt.—Cracked wheat, rice, tapioca, breakfast hominy, gluten.

One each of the following articles—(1.) Eggs boiled (two minutes only), or covered with boiling water for from five to ten minutes; poached in salted water that does not boil; scrambled (lightly); omelet, eggs not to be separated for beating. Use one tablespoon of hot water to one egg, instead of milk, as customary; beat about a dozen times with a fork and cook quickly—the result will be a deliciously tender omelet. (2.) Broiled fish. (3.) Broiled bacon. Asparagus tops may be given frequently with above.

One each of the following articles.—Stewed rhubarb, (laxative), orange jelly (made with gelatine), strawberries (carefully given, noting effect), cherries, (likewise), baked apple, gelatine puddings or calf's foot jelly.

Beef broth should be given instead of milk to drink, when cherries or strawberries are taken.

Dinner and supper menus will be discussed in a later article.

LOUISE E. HOGAN.

THE MOTHERS' PARLIAMENT.

—My heart aches
She Was Wrong. for that poor boy so
 unjustly treated by
 your correspondent "L," who evi-
 dently means to be conscientious, but
 errs so frightfully in judgment. The

very first sentence throws a clarifying
 side-light on her utterly mistaken sys-
 tem: "Don't punish me before you hear
 what I have to say!" Think of the
 experience a child must have gone
 through in eight unhappy years, to

teach him the necessity of making a plea like that! Think of the utter incompetence for the discharge of her most important duties it portrays on the part of a mother when a helpless child can even dream of the possibility of her punishing him before a fair hearing! Then, further on, "he was *unable* (the words are 'L's,' I only italicize) to control himself sufficiently to eat his supper," and his mother threatened to send him from the table in disgrace! Think of punishing a person, whether child or adult, because grief has spoiled his appetite!

Then, as to the main question: It is all very well to tell children not to take pay for doing small favors. But this is a different matter altogether. It is not a small favor for a child to do hard work for a neighbor. Would your correspondent expect Mrs. Thomas's eight year old boy to "work so hard" for another neighbor, herself, for instance, without compensation? Would she be capable of the meanness of letting him do it for herself without offering him some trifling reward? I did hope that the story would end by her giving Edward a half-dime herself as a free-will gift—not as payment for anything, but for "love and affection," as I tell my children in doubtful cases sometimes—to buy his poor "little books" with. But no—she wronged him to the end, and the only redeeming feature of the case is that she was sufficiently tormented by misgivings, as well she might be, to induce her to ask whether she was right. May God grant her grace to see her error before she not only loses her boy's love by embittering his most sensitive

years with her absurd severity, but also—perhaps a more serious injury—distorts forever his sense of common justice and perverts his (now apparently sound) conceptions of right and wrong.—*M.*

—The interesting story

She was Right. of "L," in the May number of *BABYHOOD*, must have set many of your readers thinking. "L" is evidently an intelligent person, who is determined to carry out conscientiously her plan of education. That she has doubts as to its wisdom is evident from her own confession, but, with all her apparent severity, I think she was right. Her little boy had been disobedient, and disobedient from mercenary motives. He must have been in the habit, if not of soliciting, at least of expecting, a pecuniary reward for such slight services as he was able to render to others, and that is not a good habit for an eight-year-old to form.

I remember reading in my school days a parable by Krummacher, which turns on the disposition made of three peaches given to three young boys, brothers, who had never before seen the fruit. The youngest ate his peach with much enjoyment and without much reflection, the second sold his, while the oldest gave his to a sick friend. I could not then understand why Krummacher makes the father chide the second son for selling his peach, with the remark, "May Heaven preserve you from becoming a trader;" but I have learned to appreciate the wisdom of the remark. We must beware of fostering unduly in our children the trading instinct; therefore, while

it is easy to sympathize with "L.'s" little fellow in his disappointment, we must also sympathize with the mother in her just effort to encourage unselfishness in her son's heart.

The question at issue is a very important one, and goes to the very root of the problem of education. The little fellow reasoned well from his point of view, and doubtless felt that he had a strong case, but the mother looked to his future good, and wisely chose to inflict what appeared to her, as well as to him, a momentary hardship, rather than sacrifice a principle the justice of which will be apparent to him long after the tears and woes of his childhood will be forgotten.—*R. S.*

—The author of the
Both were Right. article entitled "Who
was Right?" published

in the May *BABYHOOD*, is evidently a conscientious parent, and not only conscientious, but fair, willing to question her own wisdom for the sake of justice to her child.

In this particular case of home government, the writer must say that her sympathies are on the side of the small boy, who doubtless, with proper encouragement, will develop into a sensible, industrious little fellow.

The idea of doing favors for the sake of kindness and without reward is a good one, but subject to limitation. True, it is not right to rear our children so that they shall expect and demand a material reward for every service. Virtue is its own reward to a certain extent, and the true Christian gentleman, whether he be eight or eighty years old, is a presence that

brings warmth to the soul. But when a reward, unasked for, is offered, the case is different. Whether it should be accepted or not depends on the sincerity of the person offering it, and on its value relative to the worth of the service rendered. Any lady would hesitate about asking a child to do a task like the one mentioned unless she felt that she could compensate him for his labor. When people accept our gratitude in some material form, we are free to ask again for favors without feeling that the obligation is entirely on our side.

As to the general question of paying children, why not let them have some little work for which a specified sum will be given? If there is developed an unwillingness to give unpaid-for service, this can be checked by authority, parental discipline, and by the endeavor to teach the principles of Christian duty and generosity.

Most of us need a spur to labor. Little and big, we all like to receive something for our work. Theoretically, we ought to do right because it is right, not for fear of punishment nor for desire of reward; but who of us is there that is not more or less influenced by both motives? And let us remember that the system of rewards and punishments has been offered to man from on high, since the time of our ancestors of the Garden of Eden. In our dealings with children we rarely forget the punishments; let us not forget the rewards.

The writer well remembers the sense of independence and pleasure derived from ten cents a week, earned when a little girl by "doing" all the

dishes during the summer vacation. Probably the money was not all spent wisely, nor saved carefully; perhaps the work ought to have been done without reward for the sake of "helping mother." But the weekly dime gave a zest to labor, and did not lessen gratitude toward the kind parent who gave the sum for the sake of the pleasure it afforded a small girl to have "her very own money."

A little boy whose parents encouraged his undertaking little jobs about home early learned to save his pennies. A small sum accumulated, the father taking it at interest, until it finally purchased a bit of profitable bank stock for the lad.

Without encouraging selfishness or overestimating the importance of propriety, there are various ways of teaching children the true value and sensible use of money. Most of us can afford a penny, a "nickel," or an occasional dime, for some special service. Why not give a few pennies a week for the cheerful doing of all errands asked? A little work about the garden, the weeding of flower-beds, cutting out plantain and dandelion roots from the lawn, a little fuel carried, or water brought—all are tasks which, if done at all regularly, are worthy of a small reward.

Beginning parental life with rather strict ideas and theories on training children, the writer has, nevertheless, been brought to adopt this principle: "Give your child every privilege which you can, *without* sacrificing his obedience to the other parent and duty to others, or running the risk of 'spoiling' him, *i. e.*, making him selfish and exacting." Let this be the

feeling, "I know mamma will let me if it's good for me."—*H. L. G.*

"Who was right?"

The Compromise. asked by "L," in the May BABYHOOD, brings a desire to talk with the mother. My husband and myself hold similar views, but in the town where we live it is a custom to give a child who does an errand or other favor (for others than the parents) some money. It may be only a cent, or it may be five or ten. The children expect to be paid for each and every favor done.

When our little son became old enough to be called on by neighbors and friends, and came home with his first penny, saying: "See, mamma, Mrs. So-and-So gave me a cent because I went on an errand," I tried to teach him to be willing to do a kindness for anyone cheerfully, without expecting or desiring payment. I also spoke to such of the neighbors as were likely to call on him, and requested them not to pay him, saying that it was a matter of principle with me, and that I was trying to teach him it was a pleasure to help others.

I met strong disapproval, receiving such answers as—"I think you are wrong; you allow him to be called from play, go up-town, and then say he must not be paid for it." "Why should your child do an errand for me or anyone else, except you, for nothing when all the other children get money for it?" "It is worth a few cents to me to get an errand done, and if your boy goes he is going to have the money whether you like it or not." "If you don't want him to have the pennies you must refuse to let

him do the errands ; other children get cents, why shouldn't he ? ”

Here was a quandary. To refuse to allow him to accommodate anyone was to make him, in a way, selfish ; to allow him to take money, ditto. What should we do ? Finally, we decided that, while deploring the system, we could not alter the existing facts, and so we say, “ Do not, then, pay him every time ; if he must be paid, let it be only part of the time, ” and we tell him a child should be willing to go on an errand without expecting payment. He is not allowed to spend his money for candy, so he adds what he receives in this way to various “ funds. ” There is always the Christmas bank ; stray pennies dropped in through the year make the fund large enough by holiday time to purchase his gifts for others, and we have great secrets and plannings to get a present for each one on the list.

Quite a while ago he especially wanted a certain kind of cart, costing more than we felt we could afford. We told him so, but he said no other kind would make him “ feel happy. ” A cart fund was started, and slowly grew. When September came he decided, without any suggestion, to let the cart fund wait until after Christmas and save up the rest of the year for Christmas. At Christmas he fell a trifle short and decided to take some “ cart money ” to make up. After Christmas he began to save again for a cart. In February his seventh birthday came, and papa decided to take what the boy had saved, adding enough to it to get the long-hoped-for cart, and since then he has again saved for Christmas. He understood the cart

was bought with his money partly and was a present also. I heard him tell a playmate who asked what it cost, that he did not know, “ because papa paid part of it and part I saved up. ”

Incidentally he learned to count money and the fractional parts of a dollar, exchanging cents for dimes and nickels, and these for quarters and halves, and again those for bills. It is not what we wished to do, but it seems the best we could do under existing circumstances. A child feels often that a parent is unkind and hard when he is refused what other children have as unquestioned rights.

Perhaps “ L. ” may find a compromise with her boy. Might it not be well to allow him to earn money and spend it under supervision, as long as the custom is so universal that one doing otherwise is thought to be strange and even cruel ?

I note another point in “ L. ’ s ” letter. Her little boy came bravely home and told her the circumstances, even though half expecting punishment. In such a case it behooves us, as parents, to think twice before justice is meted out. With some children, to punish a fault self-confessed would tend to teach concealment in future. Some children would argue, “ I told and I was punished ; next time I ’ ll keep still and perhaps I won ’ t be found out. ” Here lies a danger for some, though “ L. ” may happily not have this to fear in her case.

I will add that I am accustomed to meet disapproval of our “ new-fangled ideas ” in child training, and in many cases I am so firmly convinced of their being right that I take no heed of disapprobation ; but in this matter I

could easily see there was more than one view to be taken, hence the compromise. If it helps "L." even a trifle to know how another decided the question, I shall not have written in vain.—X. Y. Z.

—

—The holy desire of
 We Need "Big Motherhood — is it
 Families." growing, or diminishing to-day? I am one in private life and of limited outlook for purposes of comparison or study of such a question; but, alas! that I have to express the belief that the married women of this country are avoiding the duties of their position, and shrinking from the responsibilities of motherhood. The fact (as I believe it to be) is the more lamentable in that the particular women to whom I here refer are such as would bring into the world the best class of citizens; while those who are accepting the sacred office are, in too many instances, of a class whose training, habits, beliefs and surroundings cause the existence of lives which are not the most promising for the future good of the nation.

I can speak authoritatively only from my own experience. Among my married acquaintances, half are childless. They "don't want the trouble of children." Their interest in life and their ambitions are of a financial nature. The accumulation of wealth and the attempt to surround themselves with luxury—households (I will not call them homes), where everything is kept in perfect order, unsullied by contact with grimy little hands—these cannot be easily possible or compatible with the rearing of children. And so there are no children there, and lives which

might be blessed and warmed and made unselfish are permitted to become the reverse.

The mother with one child does better for the world, but not well. How often do you see "the only child," of well-to-do parents, other-wise than selfish, self-willed, arrogant, dictatorial? The exceptions prove the rule. I believe that if the several millions of men and women who are to-day treading the pathway of life were all of the "only-child kind," the banner waving at their head as a motto would read, "Every man for himself, and the devil take the hindmost." Again, I admit the agreeable exceptions that are about us; but we must not look to exceptions to make up the power which is to leaven the loaf of life. Every mother of a large family is a teacher in a school of unselfish thought, of kindness and consideration of others, of self-help and of world-help. My own mother was one of nineteen children. And God spread the unselfishness of her life, the sunniness of her disposition, the goodness of her heart!

We talk too much of the "privileges" of our new generation, the vast advantages of modern times. They are failing to create a wide large-heartedness among the peoples of the world that I meet with. They are locking lives within the narrow confines of human bodies; withholding the ready sympathy, the outstretched hand, the smile of encouragement, the cheerful aid of substantial form, which greeted the unfortunate and weak of "the good old days" which we of a young generation decry and laugh at. The "big families" of the time of our

grandfathers—will they grow popular again? They will when married women open their eyes to certain facts, the unfortunate drift of the existing public sentiment, and choose to take upon themselves the responsibilities and cares which they are now, to a large degree, seeking to avoid. The punishment, which may have to come first, will be a punishment to the race. It will retard the advance of civilization, in the best view of it.

The world's work is a series of evolutions, and grows in beauty and richness. Man, who is created for dominion over its wealth, in sea and land, must grow in strength of mind and character and heart and body. The tendencies I speak of are thwarting this purpose of nature and withholding the perfection that is meant to be. Human life all about us wants a broader generosity, a wider kindliness of heart, a purer purpose, a longer vista. The moralist, the scientist, the philosopher may each wrinkle his brow in abstruse calculations to reach general conclusions; but I am going to claim, simply, that the world needs "big families" of the right kind—and "all else will be added unto it!"—Y.

—Sometimes an
 "Noblesse Oblige," innate courtliness comes out in children that puts our cruder adult manners to the blush. Little Kent P., *aet.* four, is a Virginian Cavalier, while Ernest L., a year his senior, is a Roundhead from Yankeeland. But they play together in a pleasant street of cosmopolitan Philadelphia as harmoniously as Mowgli and his brethren,

taking accidental scratches and bruises no less philosophically. The other day Ernest's nurse, entertaining Kent within doors for a five-minute call, attempted to extract from him an admission that the Yankee baby Wilhelmine was "as fine and big a girl as ever he saw." Now truth is truth, and while the Puritan baby is a normal baby, yet her senior, the Cavalier princess, has all the natural advantages of thirty months over fifteen. So Kent balanced on one foot and then on the other, blushed a little, and began in a tone of deprecating courtesy: "Well! Our baby's Becky. And *Becky* can walk; and *Becky* can talk; and *Becky* isn't bald!"—L.

—The article by
 Physicians and "X. Y. Z." in your
 Druggists in Turkey. March number
 leads me to ask if
 ever in America prescriptions are returned with medicines from the pharmacy. Here when you have your prescription filled it is always returned to you, unless you do not want it. This I find very convenient, for in this way I can keep for future use all prescriptions which have proved successful. I write on each one the initials of patient and the name of the disease, for instance "F. W. B., Bronchitis." Often in a place like this the doctor cannot be had at a moment's notice (we have no telephones), and though we always send for him, it is a comfort to have at hand a remedy which will perhaps help to ward off a serious illness, and the waiting for the doctor's arrival is not so trying. I think mothers should know not only the names of the medicines which the

doctors prescribe for their children, but also the *taste* of each medicine, so that there need be no mistakes made.—*H., Constantinople.*

—They went by every morning, hung two feet only above the sidewalk. Very black, very short, decided little curls they were, peeping out from a dainty cap tied under the roundest of chins. Marjorie was one of those little girls whose eyes, so many times a day, wonder “Why?” “What for?” She did not always besiege you with questions; on the contrary, there was often a sweet reserve about her that made you take her hand with a loving touch, to assure her that she was welcome, and that the world was a very good place to be in.

One day, after a long run out in the sunshine, she was tired enough to sit down quietly and watch nurse put away all the little warm wraps. Presently she said: “Bessie, whose curls are those on my cap? They did not grow out of my head.”

“No, child, of course not.”

“I don’t want them. Don’t you see, when the cap hangs up there isn’t any little girl there?”

Bessie was hurrying off to get a cup of milk. Marjorie took dollie for a little rock, then went for a kiss from mamma.

“Mamma, I don’t want to wear that cap any more.”

“Why not, Marjorie, that lovely little cap?”

“No, I don’t; those curls are not my curls.”

“Oh, but they are so pretty by that little face of mine.”

Marjorie stood a minute, her eyes still asking “Why,” gave her dollie a hug and ran off to play.

Next morning, when leaving the house, she heard some one say:

“Just look at those curls! If that isn’t teaching a child falsehood I should like to know what is.”

Marjorie pushed her hoop along, made the bells tinkle, and came home gay as a bird. She had a long run, two little feet asked for rest—down she dropped in her little chair, on went a great big thinking cap. Did you ever see one of these? They are made of all kinds of material, all kinds of shape, some thick and heavy, others of the most exquisite texture. Marjorie’s must have been made by some fairy, it was so light and yet so strong. There was no wear-out to it. When “What for” was started full tilt, you might as well give up and go to the bottom of things at once.

Suddenly Marjorie jumped up; it was about time for another kiss, as well as protest.

“Mamma, won’t you *please* take those curls off my cap?”

“Now why, Marjorie?”

“Because they are make-believe. I haven’t any curls. I don’t want them—*please* mamma.”

These repeated entreaties were not to be refused, they meant something; and Marjorie’s mamma began to see that false appearances went against the child’s nature. She finally threw the curls away, and now a genuine little girl greets us with her sweet smile. Her “mite” has been given for truth’s sake.—*K. L. T.*



BABY'S DREAMING.

When evening sunbeams slanting fall,
Kissing the birds to slumber;
When day's discordant noises all
Softens to music's number,
Then weary feet and voices fail
And Earth fades into seem-land,
And, tucked away 'neath snow-white
sail,
Baby drifts off to dream-land.

And there he sees the strangest sights
And hears such sounds of wonder,
And wanders midst such sweet de-
lights
And such rare heavens under,
That all his days with joy are filled
And echoes of remembering,
And drops of Heaven's May are spilled
Upon old Earth's Decembling.

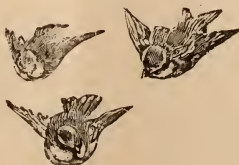
He nestles in a little cloud—
And all next day it's downy—
The moonbeams whisper, feeling
proud:
"Please to come sliding down me."
He sails along the southern wind,
Such fragrant breath bestowing
That all the roses wake to find
What new sweet buds are blowing.

He plays bo-peep among the flowers,
Which makes them smell so sweetly
That all day long the summer hours
Are filled with scent completely.
He rides with angels through the blue,
In their kind arms reclining,
And some one says—I think it's true—
That's why their wings are shining.

He romps the little stars among,
And then they twinkle brightly,
And listening you can hear their song
Come floating downward nightly.
He rocks the little birds, asleep
In boughy cradles swinging,
Who in their hearts the memory keep,
And tell of it in singing.

And then, when rosy grows the East
And moonbeams glimmer faintly;
When stars withdraw in Heaven's
breast,
And shadows beckon quaintly,
He finds himself 'midst Earth's alarms
Without a sound of warning,
And nestling safe in mamma's arms,
He crows a glad good-morning.

HOWARD COLBY IVES.



ANEGLECTED ASPECT OF THE SERVANT QUESTION.

BY IDA S. HARRINGTON.



THE motto of the age may seem to some to be, "Whatever is, is wrong," but I think a fairer wording of it is, "Let us look carefully at what *is*, that we may sift the right from the wrong."

Just where does the advantage lie, if there is any, of teaching social distinctions to young children? For generations it has been the custom to convey to little tots who could scarcely talk plainly, that they were a different order of beings from the women who ministered to them, prepared their food, made and put on their clothes, and watched over them more tenderly, in some cases, than their own mothers did. The children were taught that this order of beings—servants—must call them "Miss" and "Master," and, so far from exacting obedience from their little charges, must even obey the commands of these irresponsible little autocrats. That the system often served to disgust girls with the position of nurse, and transformed them from child-lovers into child-haters, is but too true. I heard the feeling expressed once, by a girl who had been with children under such conditions, "No brats for me!"

How fully, I wonder, do mothers realize the evil to their children? The beneficent work of the kindergarten is bringing to their notice a better condition of things. They see their sons and daughters—at home so self-willed and unmanageable—in the kin-

dergarten transformed into reasonable and happy little beings.

Too often their return to the home methods means also the return to their home manners. Kindergartners say constantly that the children of the rich are apt to be far less responsive and teachable than the children of the poor. I think the servant matter is partly to blame. It does not end with the wealthy, but extends, through the strata of varying means, to the households where the life of a "maid of all work" may be embittered by such words as, "I shan't mind *you*; you're only our hired girl."

A few years ago a young nurse, in charge of a baby in its carriage and a boy of three or four, who ran by her side, stood waiting at the corner of 64th street and Madison avenue, New York, for the horse-car to pass. The boy started to run across, answering the nurse's distracted cries by a half turn of his bright head and a saucy "I shan't mind——" and the next instant he was down, his poor little body mangled beyond all hope of anything but a speedy release from his sufferings. Happily such tragedies do not occur every day, but they are possible as long as children are confided to those who have no authority or control over them.

The wealthy may, and often do, try to solve the problem by employing a kindergartner or a nursery governess in their own homes. But this will bring a solution of the social side of

the problem only in so far as wiser teaching will avert the strong tendency to snobbishness latent in so many children, and substitute the humble-mindedness and self-unconsciousness which are the attributes of the ideal child.

We have carried out the theory in our own family, so far as exacting from the children the same obedience and respect for our maid that we exact for ourselves. She is perhaps exceptional in having, besides many other good qualities, some idea of discipline, having taught successfully in one of our district schools. Certain it is that the plan has been productive of great good to us all. Mary and the children have the warmest friendship for each other, and our little son knows of no greater treat than to accompany Mary home to her father's farm on one of her occasional holidays. I can let him go with full assurance that he will be as carefully watched, and as well controlled, as if I were with him.

My system is being continually attacked from the outside, but I mean to patch up my fortifications as fast as they are injured, firmly believing that a better state of things will soon prevail. Already I have seen my boy's eyes widen with surprise and dismay as some playmate urged, "Oh, don't help *Mary*! *She* isn't your mother!" (usually, alas! it is "ain't.") Or a judicious grown person remarks, in a stage whisper, "Just see! He minds that girl the same as he does his mother!"

Not the least harmful things are the children's stories appearing in many of our good magazines, and finding their way all over the country to homes

where the common-sense system has perhaps been maintained hitherto. In these stories it is always "Master Harry" or "Miss Blanche," with the possible variation to "Missy" in the mouth of some poor little street-urchin who has been assisted, not to say patronized, by one of these exquisite young creatures. Our little ones read (these tales are apt to be distinctly unobjectionable in every other way), wonder, long to imitate, and are a step farther off from the "charity that never faileth."

We should endeavor to do as Tom Brown's father did. If we can give our sons a Rugby by-and-by, well and good; but they will be the better and the manlier for a wholesome foundation, such as Tom had in his free-and-easy intercourse with the village boys.

"Lawyer Red Tape might mutter to Squire Straightback that no good would come of the young Browns, if they were let run wild with all the dirty village boys, whom the best farmers' sons even would not play with. And the Squire might reply with a shake of his head, that *his* sons only mixed with their equals, and never went into the village without the governess or a footman. But, luckily, Squire Brown was full as stiff-backed as his neighbors, and so went on his own way; and Tom and his younger brothers, as they grew up, went on playing with the village boys, without the idea of equality or inequality (except in wrestling, running, and climbing), ever entering their heads, as it doesn't till it's put there by Jack Nasty's or fine ladies' Maids."

Tom was "Master Tom" to his nurse, but we should be in advance of Old England fifty years ago.

I wish all our little Lord Fauntleroy and Kate Greenaways might spend a winter at a free kindergarten. Not one where children of the slums congregate, where there is disease and deformity, and the little faces look pinched and old. But such a one as the Armour Kindergarten in

Chicago, which came as a revelation to me, after some of those mentioned before. At the Armour, the children were poor certainly, but healthy and clean. Their eager interest in a stick or stone, their wondering delight at a common flower, their sympathetic, responsive faces, would put life into some of our stolid, *blasé* little aristocrats, and inspiration into any teacher

who had been laboring vainly with the latter class.

Let our chief requirements in choosing companions for our younger children be that they be *clean*, physically, morally, and mentally, and let mental attainments and social standing be unknown terms until the children have learned to estimate them at their proper, not their fictitious, value.

BABY'S WARDROBE.

Boys' Costumes.

I.

The mother of the little Englishman whose difficulties with his wardrobe were so graphically described in the May *BABYHOOD* may possibly like to hear about the dress worn by a small relative of the writer.

This little boy is sturdy and well grown for two years of age, and wears little dresses made of piqué and other washable materials of heavy weight. The dresses are all in one piece, buttoned in the back. The waist part is perfectly plain, with a neat turn-down collar, and the sleeves are full and gathered into a plain turned-over cuff. The skirt part is pleated and sewed to the waist, and where the two parts join, the little boy wears a belt, either of russet leather or of the dress material stiffened. The little dresses are made rather short-waisted, and the belt is held in place by three or four loops of the dress material, under which it is passed. There is no trimming of any kind; the dresses are easily washed, and their small wearer, in spite of baby chubbiness, looks what he is—a boy.

Hackensack, N. J.

E. N. S.

II.

I would like to offer my experience in dressing a boy two years and two months old—"large for his age"—in reply to "Anglo-American," in *BABYHOOD* for May.

My little boy wears, in the morning, a gingham dress, made in one, the waist having three box plaits in front, and the skirt, which is joined to it by a simulated belt, being a kilt with a wide box plait in front and knife plaiting all around. The collar is somewhat like a sailor collar split back and front. This dress is trimmed simply with white herring-boned braid.

His white dresses, for afternoon wear, are of piqué, light weight, with three box plaits the length of the front, and a skirt gathered on to a plaited waist-back. The belt to this goes around the back, fastening on each side. Deep collars complete a very pretty suit. For warmer days he has dresses of corded dimity, made simply with waist and gathered skirt. The wide belt is held by straps on each side; the deep cuffs turn back on the full shirt sleeves buttoned at the wrist. The belt, cuffs and collars are edged with narrow embroidery.

In the fall he will wear a short kilt of flannel and shirt waists, with a pair of dark Jersey pants over his drawers in lieu of skirts.

A. I. S.

III.

I was much interested in the article on "What Shall Baby Wear?" in the May number of *BABYHOOD*, and would like to tell its readers how we have solved the problem in our family. Our little boy, now two years and two months old, will appear this summer in white piqué with a small white dot or figure in it. The little dresses will have gathered skirts with a deep hem, sewed on to the waist with a cord. The waists will open in the back, have medium-sized pearl

buttons, and half-inch tucks in the back. Some of the fronts will be in the shape of a jacket, stopping at the side seams, edged with fine, wide, open embroidery, while the vest between the jacket fronts will be tucked. The collar opens both in front and behind, and is edged with the embroidery, as are also the deep, turned back cuffs. Others will be made with a wide box plait of the piqué edged with embroidery in the front instead of with the jacket, otherwise the same. To play in his sand-pile in the mornings, our little boy will have pretty colored gingham made after the latter pattern.

Denver, Colo.

F. P. C.

PRACTICAL KINDERGARTEN TRAINING.



THE foundation of the whole future life of a being is laid in its infancy, and the importance of understanding this period is inestimable. The greatest lesson of the kindergarten is self-help, and it is one that is easily instilled if a child is allowed to develop naturally. His instincts to do—to *busy* himself—should be fostered. Froebel explains very clearly in his "Pedagogics of the Kindergarten" (translated by Josephine Jarvis: Appleton's International Education Series, \$1.50), what his ideas are in connection with his method of play. He says the true aim of parents and teachers should be to make it possible for a child to develop freely and spontaneously, from his earliest days, in harmony with the whole of life, which is the secret of the true joy of

life. Where can a child be found who does not love the true spirit of the kindergarten? If let alone he will carry out Froebel's ideas in his own play—*being* through *doing*. Let mothers but "live with their children," and they will see that this is so. Pestalozzi's "letting-alone system, with unconscious supervision," is the key-note of the whole kindergarten system. A child confused by multitudinous don'ts will never reach the development desired. Little eyes see far, and little minds, unspoiled by the world, are very quick in reaching correct conclusions; hence example is far better than precept. Happiness will bring better results than friction.

Froebel's love for children was immeasurably great. He said children should be happy to be good, and he had the faculty of making them so,

meeting their needs and desires so naturally, yet so judiciously, that all was in perfect accord with the nature of man, bringing unconscious, yet symmetrical development. Froebel's grandest conception is that the child's play may be such as will nourish and strengthen, develop and form the life of children, and at the same time promote the life of parents and adults as well, affording them spiritual and intellectual nourishment while they employ themselves in playing with their children. He shows how the mother's actions, feelings and thoughts affect the child; also her love, faith and hope; how the course of childish employments should be pursued uninterruptedly to bring harmonious training. The life between mother and child is reciprocal, the play of the ball fosters it.

Froebel's suggestions in regard to a mother's first play with her child with his first gift, the ball, are very interesting. He leads, step by step, from the very beginning of the play, to the results brought about by such play, showing incidentally how words are learned, positions noted, distances measured, muscles strengthened, mental training given, etc., and all so unconsciously done through the simple play of the ball between mother and child that the development entirely spontaneous. It is this natural development which

is needed, in education from the cradle, as it is free from danger to physical conditions. Precocious children, stunted minds, weakened limbs are not the results of the true comprehension and carrying out of the spirit of the kindergarten: on the contrary, we find happy faces, busy fingers, strong muscles, cheerful minds and, above all, a love for others. The development is gradual, from the simple to the complex, with no mental or physical strain. The child's contentment in play and the cultivation it brings must of necessity be an important factor in the making of the morals of a nation. The mother, the indirect nation-maker, need not wait for the symmetrical development of her child until she sends him to the kindergarten. She may apply Froebel's theories in her nursery in a thoroughly practical manner, with much benefit to herself and child.

This book is full of suggestions to the thoughtful parent in the direction of family life, family sympathy and union, all of which is so necessary for the true development of character. The practical outcome of the application of some of the kindergarten methods is shown very prettily in the last chapter, where the story is told of how six-year-old Lina learned to write and read.

H.



SNATCHES FROM THE "CURRENT EVENTS CLUB."

Taken especially for BABYHOOD.

BY THE MINISTER'S WIFE.

Chapter III.—Our Children's Companions.

IT is too funny to see my little Kathleen," said Mrs. Martin. "She started to school this year and is perfectly happy. As the school building is just across from our house I have a good opportunity to watch the children at play. At recess, perhaps, Kathleen will be arm in arm with some little colored girl and exchanging bites of apple. I don't quite like to have her choose her companions so—not that I am so prejudiced against the color—but you know they often come from careless homes. Time will change matters. I can't bear to check Kathleen's sympathies and do not want her to feel above any child on any ground save that of wrong-doing or rudeness. Then the colored children in that grade are clean and well-behaved. One of the little girls came to see Kathleen after school. She had been home to ask her mother if she could stay a limited time, as she announced when she came in, and looked as neat as one could desire. Her apron was fresh, her hair neatly braided and, what I liked most of all, she was polite and ladylike. Really, I prefer the child to some of the white children who have visited Kathleen."

"Have you been pestered with Amy Jones?" asked Mrs. McClure.

"Why—yes, rather. Why, has she been going to your house, too?"

"Yes; she ran there so much that it became quite a nuisance. Finally, she told me such a falsehood that I told her kindly but firmly that I should feel it my duty to send her home to her mother every time she came. She has not been to our house since."

"What sort of a child is she?" inquired another lady.

"I will tell you what I know of her. One evening when Alice came home from school she brought this little girl. Alice looked imploringly at me, for she did not know whether I would approve or not. But the child was clean and pretty, so, as I always believe good of little children, I smiled and made her welcome. They played very nicely together. I always keep quiet watch over the children, and do not let them be off by themselves for any length of time. But I noticed, even in her first visits, that the child made herself perfectly at home with everything and seemed to be wanting in a sense of delicacy and propriety. Still, I saw nothing really objectionable. As our house is not far from the school-house, Amy kept running in 'to wait for her sister,' she said. You know that the little ones are dismissed an hour earlier."

"One noon I sent her home saying that, while I was glad Alice's little playmates came, I did not think it wise for little girls to have company every day. But I politely invited her to come again."

Mrs. Martin laughed. "She did, didn't she?"

"Yes, poor child, often. One evening when the bell rang for 'her sister' to be dismissed, I insisted kindly on her going."

"'Oh, but,' she said, 'she would ask her sister,' and actually called to some little girl far down the street. I thought that the child seemed not to understand or to answer carelessly, and it afterwards proved that Amy has no sister in school at all."

"Alice and I were out on our front pavement with little Herbert. Amy seemed determined to stay. 'But I can't get in,' she said, 'my sister won't let me in.'"

"What does she do?"

"'Oh, she goes down street, or somewhere, and I haven't anybody to play with.'"

"Where is your mother?"

"'She does not get home until almost dark, and we have such mean neighbors—they won't let me stay.' That was quite a key to the situation. She was, evidently, a general nuisance."

"Poor child!" exclaimed Mrs. Haverill.

"Well," said I, firmly, "I can't help that, Amy; your mother must see to that; you cannot play with Alice to-night," and led my children towards the house.

"Even then she followed, repeating that she could not get in, which I know now was quite untrue. I sent Alice into the house and told Amy to go home. When she saw that I could not be moved she went—to the house of another little schoolmate."

"She ran to our house even after

that. I did not then know the extent of her falsehoods, and even now feel sorry for the child. She is to be pitied."

"The last time she came was one noon hour in cold weather. It was about half-past twelve, standard time, and although we were just sitting down to dinner, as most people have dinner earlier, I never dreamed but that the child had had her dinner. When I opened the door to her knock her first words were, 'Mamma wanted to start out early, and said I might come and play with Alice.' I felt annoyed, but saying that we were just about to sit down to the table, invited her in out of the cold. That evening, after school, Alice and a little neighbor came in so excited to tell me all about how Amy's mother had come to the school to inquire about her. Amy had not been home at noon. Alice had been called up to report on Amy's being at our house. That was not the first time that she had not been home for dinner. I can't understand how she would go without her dinner. Perhaps she thought I would urge her to sit down with us. It seems that her mother is obliged to be away from home a great deal, but has made arrangements with a woman who lives in the house to have Amy's comfort provided for."

"Perhaps the poor little thing has a horror of going home and not finding her mother," said Mrs. Haverill.

"Her future does not look very promising," remarked Mrs. Appleby.

"I should not know what to do with an habitually untruthful child. It seems as if there were a lack in the very material, no principle to appeal to. Any child may occasionally, through

fear, be betrayed into untruthfulness, but a deliberately planned falsehood is such a dreadful thing!"

"Send her to the reform school," said one lady.

"And blight her poor little life. A child so young ought not to be sent there. She needs the constant care and training of some one. It is a great pity that her mother cannot be with her more."

"I have a theory," said Mrs. Irwin, "but how practical it is I do not know. I should make a study of such a child, and try in every way to gain her confidence and to quicken her moral perceptions. I would wink at all excusable faults, avoid scolding for carelessness, encourage and praise as much as possible, and make the only severe punishments those for lying. Excuse almost anything if you can only get the child to be absolutely truthful about it, and so make all its selfish interests bend in the direction of truth, while you are trying to establish a truthful habit."

Mrs. Appleby shook her head doubtfully, but said, "It would be worth trying, anyway."

Chapter IV.—The Support of Teachers.

"What kind of a teacher is Miss Berry?" asked Mrs. Fritchley of Mrs. Parker. "I have heard some criticism of her method, or lack of method."

"Yes," replied Mrs. Parker. "She is one of these transient teachers, I think, who do not hold a place long. May is in her room, and I do not think that she is getting much from Miss Berry's instruction. I felt like writing, as a lady did of whom I read not long since, that if she could *teach* them their lessons in school, I would

manage to hear them recite. They seem to learn nothing at school, and I have to spend the evenings in explanation. But, of course, I say nothing to the children in criticism of their teacher."

"I am glad to hear you say so," said sweet Mrs. Haverill, whose old-fashioned gray curls parted over a placid kind face on which motherhood, loss of her dearest friends and physical suffering had only left peace and resignation.

"If more mothers would take that plan we should have fewer rebellious, headstrong children. If mothers only knew how it reacts on their home government! Johnny Brooks will come home, saying: 'Ma, we've got the worst old teacher! She keeps me in every night after school.' 'The idea!' says 'ma.' 'I'll put a stop to it! I'll see the board myself about it!' etc., etc. Thereupon Johnny has a great idea of his importance, and announces at school the next day, 'Teacher'd better not try to keep *me* in!' Perhaps he is impertinent to his teacher and is a subject for discipline.

"But Tommy Jones comes home with the same complaint. His mother quietly inquires why he was kept in. Perhaps he missed in spelling. His mother hopes that he will not miss again, and tells him to study faithfully. At the same time, she is tired of having Tommy kept in for trivial matters and thinks it an injury to him to be confined so long. But, instead of stirring up Tommy, she talks to her husband about it. Perhaps he quietly speaks to the superintendent about a certain teacher's habit of 'keeping in after school.' 'Punish my boy if

necessary,' says he, 'but I do not want him in the schoolroom so long.' Perhaps they say nothing, but endure. Anything is better than arousing that antagonistic feeling in children."

"I have in mind a family of the 'Brooks' kind," said Mrs. Gage. "They were bright children, but they constantly heard their parents criticise superintendent and teachers. The superintendent was too 'pompous,' too 'tyrannical,' too everything that they could ridicule. Every opportunity for a laugh or sneer was seized upon. In every difficulty the parents gave credence to their children's highly colored reports—for people usually color their goods according to the demand of the market. Eventually, the young lady daughter would have liked a position in the school. She was competent, and, I have no doubt, had the superintendent chosen he could have influenced the board in her favor. But her attitude toward him had been such that he might naturally doubt her willingness to do the work according to his direction. At any rate, she did not obtain the position."

"But one can't always support a teacher. What irresponsible persons sometimes obtain these places!"

"On the whole, however, the persons who teach our children are con-

scientious and, as a rule, you will find that bright obedient children like their teachers; or if not bright, but only faithful and studious, their reports of school are usually favorable. There are exceptions, of course, and under very incompetent teachers children do become demoralized."

"I wonder if teachers realize how unconsciously the 'atmosphere' affects children. They feel the effect of a refined, controlled manner, or the reverse."

"O, it is the same at school as it is at home," said Mrs. Irwin. "Jamie says 'Mamma, what makes you so sudden?' The other day he asked Ralph Peters, 'Does your mamma get sudden sometimes?' I confess to being 'sudden,' quite too sharp-spoken at times. Sometimes I catch Jamie in my arms while we both try to hold on to our tempers. But sometimes, you know, one *has* to be quick. Why, a child might kill himself or his playmate while you were studying how to call 'Don't' sweetly!"

The ladies laughed at this. "However," continued Mrs. Irwin, "I am no advocate of 'suddenness,' and think it should be avoided, except in extreme cases. It is the sharp-spoken mother or teacher that arouses contrary feelings in children."



NURSERY PROBLEMS.

The Undoing of a Wrong Beginning; Comprehensive Questions about Diet, Teething, Weaning, etc.

To the Editor of BABYHOOD:

I have thought that my experience might serve as a warning to those anticipating motherhood to study for themselves the duties and responsibilities before them and not trust too much to the nurse. I looked forward to the advent of baby with the keenest pleasure; everything was done to make me comfortable and happy, that I might have a healthy, happy child, and a nurse was engaged who had an excellent reputation in confinement cases, but when Baby came, and until she was two months old, she cried about all the time she was awake, unless at the breast.

To begin with, she was not quietly laid in her bed, after having been washed and dressed, but was fed sweetened water and milk, and until my milk came the nurse fed her several times, thinking she was not satisfied with what she got at the breast. Baby was allowed to sleep at the breast, often an hour and a half—especially at night—was always nursed just before and after her bath, and, until catnip tea took its place, there was always a little powdered sugar handy to put on Baby's tongue whenever she cried. She was also taught to suck her thumb or a black rubber nipple, so that she cried if she lost either when asleep; it is needless to say the nurse soon found one or the other for her. Of course, it was not many days before she was screaming with the colic; then half a cupful, or more, of catnip tea was administered daily. When nurse went, after five weeks of this management, Baby weighed less than at birth, and I was far from strong, although I have always felt a pride in being a healthy woman. I then dropped the catnip tea and rubber nipple, as the doctor said they were harmful; but I am sorry to say that Baby still sucks her thumb a little, as I did not find out until she was four months old the harm that might be done, and by that time it had become a pretty strong habit. Still Baby cried, and was rocked and trotted and walked with by the hour until, when two

months old, some back numbers of *BABYHOOD* were lent me by an old subscriber, and in them I first learned of regular nursing. I immediately put my learning into practice, dropped all medicine (I had given none unless ordered by the doctor, but for a month he had been in almost daily attendance trying to stop the colic), kept Baby awake while nursing, etc. In less than one month the colic was a thing of the past, and she had learned to take care of herself a good part of the time. I have often been asked if she did not cry a great deal while I was trying to train her. Of course she cried—everything was so different from what she had been taught from birth to expect—but I felt that I was doing what would be the best for her in the end.

I want to say that my husband and I undertook this training with opposition on all sides. Her program at present is as follows: She is bathed at 8 A. M., nursed at 8.30, then left with her playthings while I go about my household duties. I am in the next room so I can hear her play till she goes to sleep, for about an hour. When she wakes she is quiet till 11.30, when she is nursed and laid in a darkened room for a nap, generally two and one-half hours long. She is again nursed at 2.30, and every pleasant day taken for a ride. If she stays indoors she amuses herself, while mamma sits by with her sewing, until 5.30, when she is nursed and put to bed. At this time, and after she nurses in the night, she is always put in her bed (iron with hair mattress), wide awake, and "talks" till she goes to sleep. She does not say any words yet, but chatters baby-fashion the greater part of her waking time; neither does she creep, although she has sat alone for several months, and her back and limbs seem very strong. Although the gain in weight has been small since birth—she weighed at eight months about twenty pounds, having gained regularly since her second month—she has many admirers for her perfectly healthy appearance and happy disposition. She measures 28 inches in length. I would like to ask advice on the following questions:

(1) Can BABYHOOD tell me why my babies are so large at birth? My first baby (a boy weighing 13 lbs. 2 oz.) was still-born; our present baby weighed 11 lbs. 4 oz. While carrying both babies I took daily exercise outdoors, ate very little meat and drank no milk (according to doctor's orders.)

(2) Would the irregularities mentioned above get Baby's bowels so out of order that it would take months to right them?

(3) Is she slow about teething? Her first tooth came through two days before she was six months old, the second one a week and a half later. She seemed to have no trouble cutting them. I can see no signs of more teeth at present. She will be a year old July 1st.

(4) Shall I wholly or partially wean her before summer? If so, what shall I feed her, in what quantities, and shall I use a cup and spoon? She can take from both.

(5) Am I right in refusing to give her bread, crackers, cookies, etc.? I am often asked by older heads than mine why I do not, but I cannot see the good to be gained.

(6) Would you advise a change in the number of meals or in the intervals between, she now has six meals per day, and would it be advisable to make her bed-time later? I have hesitated about the latter because she often sleeps until seven or eight o'clock in the morning, waking to nurse at about 2 A. M. and at 5.30, when I rise. She often sleeps 17 hours per day.

(7) Do you think that pinning a band so tight that it made a crease in baby's flesh would interfere with digestion, and make the navel protrude, and cause crying? After the nurse went I pinned the band very loose, and after a little while the navel grew in. The doctor said it was not a rupture. Baby wears knitted bands at present.

(8) What is the best apparatus for sterilizing milk, and where is it obtainable?

A 23-YEAR OLD MOTHER.

Lowell, Mass.

(1) Not with certainty. The children of some persons have this peculiarity. But it does not follow that these children with the best possible care will be larger than the average after a few months. In a general way, it is true that the children of the well-fed

classes are larger than the children of the poor.

(2) Yes. If they get out of order early it is often very hard to get them right again.

(3) She began early, but is behind now.

(4) Unless you are an exceptionally good nurser, which your physician only can decide, it is probable that you will have to wean her (even if you "go through the motions") before the summer is over, and it is better to have the change made before the heat comes. The cup and spoon will probably be best at her age. The basis of the food will be good cow's milk. Just how it is to be modified your own physician will best advise you. He will probably be guided by the state of the child's digestion at the time, the temperature of the weather, and many little details which we should have to guess at.

(5) Yes. She cannot make good use of solids until she gets some chewing teeth (molars).

(6) Six meals in six hours is not excessive, although five is generally better, and on artificial food, of which she will probably take larger meals than she gets from the breast, she will probably be content with five.

(7) The effect on the digestion might follow, but it is less likely than the other symptoms. At all events, tight bands are all wrong.

(8) The generally used sterilizer is the "Arnold Steam Sterilizer." It can be arranged to Pasteurize also. It can be had of any prominent druggist in your city. Besides this, there is an excellent Pasteurizer of Dr. Freeman, sold in New York by James

Dougherty, West 59th St., and by others.

Eczema; The Significance of Drooling.

To the Editor of BABYHOOD:

My baby boy is six months old. He has always nursed regularly and now eats every three hours; yet his bowels seem to be very easy to "upset," there being undigested food in his passages nearly all the time. Until he was three months old he cried almost all the time with the colic, yet grew very fast, and was quite strong. Two months ago there appeared cracks in his groins and over his right ear, just as though the skin had been pulled until it cracked apart, and there is a sort of water that oozes out. We used flower of sulphur on it with vaseline. The vaseline seemed to irritate it. Then we used only the sulphur. The latter helped it in the groins, but the ear was no better. Now we are using equal parts of bismuth and prepared chalk. Three days ago there came an eruption that seems to be just underneath the skin. He has yet no teeth, and no signs of any, though he has drooled for over two months.

He is rather a nervous child. His weight, at four and one-half months, was 18 pounds. I have always had an abundance of milk, and it seems I have been well, except I have had to be treated for biliousness.

(1) What causes these cracks in the flesh? Is the eruption simply another form of the same disorder as the cracks?

(2) What should I do for it? Does he need a blood purifier, and what should it be?

(3) When a nursing baby is not well is it the baby or the mother that needs the medicine?

(4) Isn't two months rather a long time for a child to drool without signs of teeth? What causes the drooling, and is there something I can do to check excessive drooling?

Hillsboro, Tex.

MABLE.

(1) The cracks are eczema, popularly called "Salt-rheum." The other eruption is not sufficiently described for us to guess at its nature, but it may easily be another manifestation of the eczema.

(2) Eczema is a tedious ailment to treat, and usually quite beyond domestic skill. The treatment ought to be directed by your physician.

(3) Usually it is the baby, but there may be some need to treat you, and this only your physician can tell.

(4) Drooling has very little to do with teething. It signifies that the salivary glands are developing. It happens usually that soon after some of the teeth also begin to come, and hence the popular notion that the teeth coming causes the drooling. Drooling comes at about the same time in the infant's life, whether the baby gets its first teeth at six months or at twelve. We are often told that a child has been "teething" for so many months, simply because the saliva has been running, when in fact it has not yet been teething at all.

Heat Rash and Clothing; The Significance of a Frown.

To the Editor of BABYHOOD:

I am a little in doubt upon the following subjects. Will you kindly assist me?

(1) I have two children who have not all their first teeth—a boy that will be one year old in June, and a girl who will be three years old next July. The baby has two teeth, the little girl all but the last three, which show no signs of coming now.

I am anxious to know if it is necessary for them to wear cashmere—all-wool—shirts through the coming summer? The baby wears wool bands, of course.

Last summer the little girl wore the cashmere shirts, and suffered very much with heat rash. Another child, a boy now nearly five, wore the cashmere shirts also through three summers, and was completely covered with it (the rash) through each July and August.

My baby, since his birth, has perspired very freely, and when he was very small the physician gave him medicine for it.

(2) Is there any significance in an arch be-

tween the brows? It is almost a frown and showed very plainly, even in a photograph.

Putnam, Conn.

W.

(1.) Both children are slow in teething, but this has no particular significance in determining the wearing of cashmere except this: Children who are late in teething and who sweat more than is usual present two of the symptoms of rickets. The suspicion being awakened it would lead one to be particularly careful to avoid cold, chilling, etc. If the rash is enough to cause discomfort you may manage to protect them by loose but warm outer garments and have something next the skin which is not woolen.

(2.) If we understand you rightly, we suppose it to be only a peculiarity with no further significance. If it is in a child old enough to use its eyes much on near objects, the frown may be due to an effort to force a long-sighted eye to do work which it ought not. In this case the eyes should be examined.

Relief for a Stuttering Child.

To the Editor of BABYHOOD:

Hoping that my question may be of some use to somebody, I would like some help in a matter pertaining to my boy. He began talking at about the usual age, and for a year spoke plainly and deliberately. Quite suddenly he began stuttering a little, and from that time, in spite of all I could do, has been growing worse. He will be six in September and then I expect to send him to school. Does it not seem that a child who acquired such a habit a year after first talking could be cured? And if so, what is the best course to pursue?

C. A. N.

Roslyn, N. Y.

He probably can be very much relieved. In our number for January, 1893, appeared an article by Dr. Joseph Collins which may prove of assistance to you.

Condensed Replies.

S. W. M.—We do not know the particular patent medicine you mention, but if your physician recommended it, it is fair to suppose that he knows its composition. Probably if you wean the baby you will have little need of any of these tonics. It would be well to have the weaning completed before July 1st. She will be then quite able to get on on artificial food. Good milk sterilized, diluted at first with an equal bulk of barley water, slightly seasoned with salt and sweetened very slightly (say a teaspoonful of sugar to a half pint mixture) will make a good starting food. Later, the proportion of milk in the mixture can be increased.

Mrs. K. T., Springfield, Mass. — We think the meat of your communication is the postscripts. We cannot say certainly, but we think that the restless nights are most likely due to the irritated condition of the genitals. And before undertaking any change in the dietary we advise you to take the child directly to a good surgeon in your city for examination as to the existence of phimosis, and the need of circumcision, or any other local treatment. If this is needed let it be attended to at once. The damage caused by phimosis has been much exaggerated, but when it is the cause of irritation the relief caused by the operation in producing quiet sleep, and all the improved nutrition that good sleep brings, is sometimes remarkable.

Mrs. W., Jr., Des Moines, Iowa. — Usually—practically always—a breast which is a year old is of little value, and the child would better be weaned before summer. Whether his

food should be given from a bottle or from a cup is not very important. The advantage of the bottle is that the food is taken more slowly, the advantage of the cup is greater certainty of cleanliness. If you can watch the care of the cow and the milk, sterilization will probably not be necessary. But in any case of doubt sterilize it. Give him no solid food until after the summer.

Mrs. T., Kansas, Ill.—There is nothing in the symptoms you mention which enables us to judge of the correctness of your supposition regarding pregnancy, but if it prove to be true you would better wean the child directly.

Mrs. B. Huntsville, Ala.—We not only think it prudent but neces-

sary to keep the baby on liquid food until he gets his molars (chewing teeth). It is not necessary to buy the particular food you speak of, as good cow's milk properly diluted will do as well. First dilute the milk with an equal amount of boiling water and gradually increase the proportion of milk. It is not always possible to prevent the kicking off of covers, but if your boy has a nightgown of flannel long enough to button or tie up at the bottom he cannot kick that off. Let him sleep alone by all means. He will probably cease to be fretful when properly fed; his teeth probably have little to do with his discomforts. We do not think slapping a baby ever of any use, nor the forcing of food upon him when he refuses.



CURRENT TOPICS.

The Teeth of Our School Children.

For the past ten years my practice has been in a community that numbers among its citizens many persons of culture and refinement; others whose exterior apportionments of life are all that could be desired, and whose children are being trained in all the arts and sciences of the day except that of cleanliness of the mouth. We have thousands of this class. I have examined and worked for hundreds of them in the past ten years. The ignorance on the part of the parents, and neglect on the part of the children who know better, is one of

the wonders of the nineteenth century.

In one school of 700 pupils, 500 from 10 to 18 years of age, I distributed printed slips with the following questions: Do you cleanse your teeth with a brush every day? Do you cleanse your teeth with a brush twice a day? The teachers requested the pupils to answer the questions by writing the word yes, or no, to each question. The slips were immediately gathered up. On summing up it was ascertained that out of 500 pupils, 50 cleaned their teeth twice a day; 275 used a brush sometimes; while 175 did not own a

brush. Notice, the ages were from 10 to 18. In the primary department of 200 pupils, from 6 to 10 years of age, the teachers said they did not think there were 10 children in the department who used a toothbrush.

This school is not an exceptional one in this matter, as further inquiry and investigation demonstrated. In fact its graduates take high rank at our universities, and if there is any difference, it is in advance of most schools in percentage of those who have clean mouths, as well as neat clothes and bright faces.

When there is so much neglect, and so little real care of the mouth, it is not at all strange that the sixth year molars have to be sacrificed daily, because the parents cannot go to the expense of treatment to have them preserved, thinking all the time that this most valuable tooth is deciduous, and soon to be replaced by one that is bacteria proof and will last forever, in a mouth that has never been properly cleaned.

The school of 700 pupils mentioned, where only 50 made any pretense to regular care for the teeth, shows what a field for instruction and training every teacher has. What an opportunity for philanthropy and missionary work!

Our children's teeth must be saved. Experience has taught us that it is impossible to repair the ravages of decay, except in a limited degree. Prevention through cleanliness and proper care of the teeth is the only way possible and practicable to limit the wholesale destruction. Yes, I say limit, for even when ordinary care is used there is still room for the work of the skillful dentist.

The question before us is, What can we do to save the teeth of our school children? American dentistry leads the world to-day, and the world justly honors us for the great advances we have made in the preservation of teeth; but the fact still confronts us that millions of teeth are annually lost in America that need not have been sacrificed if proper care and cleanliness of the mouth had been begun in childhood and continued to manhood and womanhood.

The dentists of America have done much to educate and train our citizens in the care of their teeth. We must do more. At the same time, in order to multiply our usefulness, we must solicit the aid of our teachers. With their co-operation we can reach and train millions of children.

A majority of the children of our land are in our public schools. They are under the teacher's instructions from 5 to 17 years of age. If the teachers were required to instruct and train the children in the proper care of their teeth, and to insist upon their carrying out such instructions practically at home, we would have accomplished—or at least begun—a great work. If such pupils could be trained from infancy up through all the grades to the high school, I am very sure we would see men and women with better teeth than the average American of to-day. The teachers are the only ones who can do this work. The parents of a large per cent. of the pupils are ignorant and careless almost beyond belief, and their children will follow in their footsteps, unless the dentists of America come to the rescue.—*Dr. J. C. McCoy, in the Journal of the American Medical Association.*

The Questioning Age.

The child's first vigorous effort to understand the things about him may be roughly dated at the end of the third year, and it is noteworthy that this synchronizes with the advent of the questioning age. The first putting of a question occurred in the case of Preyer's boy in the twenty-eighth month, in that of Pollock's girl in the twenty-third month. But the true age of inquisitiveness, when question after question is fired off with wondrous rapidity and pertinacity, seems to be ushered in with the fourth year.

A common theory peculiarly favored by ignorant nurses and mothers is that children's questioning is a studied annoyance. The child has come to the use of words, and with all a child's "cussedness" proceeds to torment the ears of those about him. There are signs, however, of a change of view on this point. The fact that the questioning follows on the heels of the reasoning impulse might tell us that it is connected with the theories which the young understanding has to endure in its first collision with a tough and baffling world. The question is the outcome of ignorance coupled with a belief in a possible knowledge. It aims at filling up a gap in the child's knowledge, at getting from the fuller knowledge of another some light on the scrappy, unsatisfying information about things which is all that his own observation can gather, or all that others' half-understood words have managed to communicate. It is the outcome of intellectual craving—a demand for food. But it is much more than an expression of need. Just as

the child's articulate demand for food implies that he knows what food is, and that it is obtainable, so the question implies that the little questioner knows what he needs, and in what direction to look for it. The simplest form of question—e. g., What is this flower, this insect?—shows that the child, by a half-conscious process of reflection and reasoning, has found his way to the truth that things have their qualities, their belongings, their names.

Questioning may take various directions. A good deal of the child's catechising of his long-suffering mother is prompted by thirst for fact. The typical form of this line of questioning is "What?" The motive here is to gain possession of some fact which will connect itself with and supplement a fact already known. How old is Rover? Where was Rover born? Who was his father? What is that dog's name? What sort of hair had you when you were a little girl? These are samples of the questioning activity by the help of which the little inquirer tries to make up his connected wholes—to see things with his imagination in their proper attachment and order.

And how greedily and pertinaciously the small people will follow up their questioning, flying, as it often looks, wildly enough from point to point, yet gathering from every answer some new contribution to their ideas of things! A boy of three years and nine months would thus attack his mother: "What does frogs eat, and mice, and birds, and butterflies? and what does they do? and what is their names?"

What is all their houses' names? What does they call their streets and places?" etc.

Such questions easily appear foolish because, as in the case just quoted, they are directed by quaint childish fancies. The child's anthropomorphic way of looking out on the world leads him to assimilate animal to human ways. Hence one value of these ques-

tionings as showing which way the current of the child's thought is setting. Hence, too, it would appear that not every child's question is to be answered. We may, however, set aside, or rather correct, the form of a child's question without treating it with an ill-advised and quite inappropriate contempt.—*Prof. James Sully in Popular Science Monthly.*

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Babyhood.

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A PECULIAR ANOMALY OF INTELLECTUAL DEVELOPMENT KNOWN AS MIRROR WRITING.

BY JOSEPH COLLINS M. D.

Instructor in Nervous and Mental Diseases at the New York Post Graduate Medical School and Hospital.

IT may be not uninteresting to the many mothers who are readers of *BABYHOOD* to hear something of a condition occasionally seen in children at the age when they are beginning to acquire ideas of spoken and written language, and which is known as mirror writing.

Mirror writing is, as its name indicates, writing that can be read when reflected in a mirror. That is, it is like the writing left in a blotting pad from the impression of ordinary writing. The image of the word is inverted and the continuity of the letters is from right to left, instead of from left to right.

Although mirror writing is sometimes seen in children who are in every other respect normal and well, it is most frequently met with in those who are the unfortunate possessors of some inherited or acquired mental weakness. A neurotic inheritance, that is, a predisposition to the devolvement of instability of the

nervous system handed down from the ancestors, aids to facilitate the occurrence of such anomalies as mirror writing. It may occur in children who have tendencies to moral perversion, and, in fact, it may be the first indication of this condition, which, of all others, calls for the most urgent application of the principles of moral orthopedy.

In the case of the little boy whose doings I shall use as a text for a few remarks on mirror writing, nothing abnormal could be discovered in his mental or physical condition. There were a few bad points in his heritage, however, particularly from the paternal side. The boy is five years old, the third of four children, a bright and attractive youngster, who learned to talk and walk at an early age, and who went through the vicissitudes of teething and the other shoals of childhood without special trouble.

In fact, he was a precocious baby, as he talked quite distinctly before he was a year old, and very early learned

to sing snatches of songs and to hum tunes. His precociousness was manifested in another way, which is rather characteristic of children—he early began to mimic. Now, children are natural adepts in mimesis; this little fellow excelled in it at an early age, so far indeed that he frequently burlesqued for the family's amusement. With the exception of some attacks of night terrors, which he had in his fourth year, he has had no nervous trouble. He is a nervous child however, is easily frightened and afraid to go in the dark. Physically he is well developed, well nourished, active and strong. He has an affectionate disposition, but is frequently peevish and is unhappy very often. He learns very quickly and has a great fondness for music and for jingle, which he picks up and repeats with great ease. Bad words, however, are acquired as readily as good, but he differentiates between right and wrong and between *meum* and *tuum*. He is remarkably generous, and without particular egotism or conceit.

During the past year he has begun to learn to read, to print letters and to write. The parents noticed at this time that his printing was peculiar, in that each letter had a horizontal inversion, and that, when beginning to print a line, he would begin at the top right-hand corner instead of the left. When he writes he lies flat on the floor, and works away with great earnestness. If asked to sit up and write at a table or desk he does not get along so well, as his motions are yet crude, and the wonderful co-ordination required to write with facility has not yet been sufficiently trained.

The specimen of writing appended herewith will show clearly what is meant by mirror writing, and if held in front of a mirror, or looked at from the other side of the page, it will appear as letters ordinarily do. One day, when my little friend called on me, I asked him to write me a letter, and he, after some labor, indited the above to "The absent ones at home." Robbed of its topsy-turveydom it reads: "Dear Boys—I came to see the doctor and lay on the floor." At this juncture his descriptive faculties failed him and he had to draw his letter to a close.

When he first began to read, he would attempt to read from right to left and would spell words backward. When I first saw him, he had been taught to read in the ordinary way, but would still occasionally spell words backwards. As has been said previously, he excels in mimicry, and it was early noticed that his gestures partook of a similar reverse form as did his writing. That is, in imitating gestures, he would begin where his model left off and trace them backward.

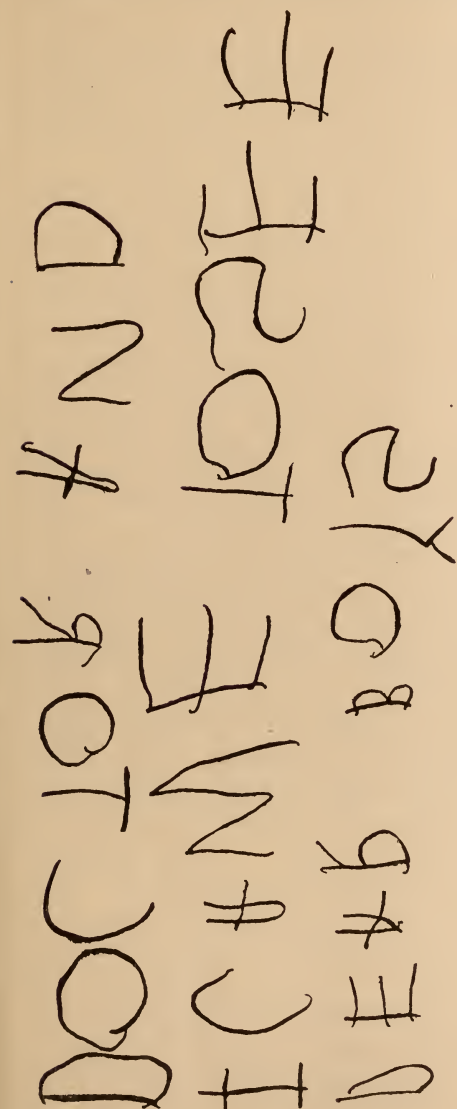
He is cognizant of the fact that he writes peculiarly, and he is precocious enough to appreciate and enjoy the interest that centres in him, so that he probably kept up his way of writing voluntarily to some degree after the time when education would have caused it to disappear in the natural course of things.

The explanation of this boy's chirographic peculiarities is not a difficult one, and fortunately in his case it has no particular significance. On inquiry it was found that the boy began to print letters with his left hand, and naturally

they were reversed; then, when he was corrected and made to use the right, he continued to make letters in the same way with his right hand. In the course of time, if he had not been

nomenon to produce mirror writing with the left hand as it is to produce ordinary writing with the right. Any one can verify this statement by making a few attempts to write with his left hand. At first ordinary writing will be produced, but this is not pure spontaneous writing, it is merely copying, transcribing a memory of what has been done by the right hand. If after a few endeavors one begins at the right side of the page, and without paying particular attention to what he is doing, he will probably find that most of what he has written is reversed, that it appears natural only when reflected in a mirror.

Again, by way of illustration, if one goes to a blackboard, and with a piece of chalk in each hand begins to write with the eyes closed, he will find that he writes from right to left with his left hand and *vice versa* with the right, and that which is done by the left hand is mirror writing. The reason why writing with the left hand is from right to left is that one of the fundamental rules in the conservation of energy is that effort is naturally made in the direction of least resistance, and the left hand moves as naturally from right to left as does the right from left to right. In some of the ancient languages, such as the Hebrew, the letters are made from left to right, and the explanation that is suggested for this is that originally, when these characters were preserved on stone, the chisel was held in the left hand while the right wielded the hammer, and then, naturally, the progress was from the side on which the blow was struck. Then, in later times, when written language was put on



fostered by observation and interest, he would have dropped the reversing and have written in the usual way, for it is just as much a physiological phe-

parchment, the transcription was made in the same way as was the original on the stone. The precedent established was followed.

It is not necessary to take up a consideration of writing from a physiological point of view in order to understand such a simple case as the one I have mentioned. It is only in cases that are accompanied by some manifestations of brain disease, such, for instance as loss of the power of the right half of the body, in which the individual perforce must become left-handed, that it is necessary to invoke the aid of special parts of the other half of the brain, the half that has been in a dormant or quiescent state so far as the function of writing is concerned. In people who are naturally right-handed the left half of the brain is the active part, and the converse is true of left-handed persons.

The little boy who has been spoken of was naturally left-handed and began to write with the left hand. The right half of his brain was originally designed to be the active part in causing his writing, but early correction was the cause of his becoming a right-handed boy, which in turn meant that centres in the left half of the brain which fate originally planned for a life of inactivity, so far as writing was concerned, were obliged to take up the task.

There have been found many curious examples of mirror writing, and the explanations that have been offered to account for their origin have many of them been amusing. One of Leonardo da Vinci's manuscripts represents a good example of mirror writing, and

it has been supposed that this singular style of writing was adopted to preserve the work from superficial readers, but another reason is suggested. A priest who visited Leonardo during the last years of his life, has recorded the fact that he had paralysis of the right hand, and it may, therefore, be that, as he was unable to use his right hand, he learned to write with his left, and became a mirror writer.

Although my little patient needed no particular treatment, his parents were prone to look upon his acquisition as a very amusing one and rather desirable than otherwise. When they were told that the phenomenon was most frequently seen in persons who were not just what they should be mentally and physically, they were anxious to use the pedagogic means advised to cure him of it.

In this particular point a consideration of some sinister traits that were developed at an early age in his ancestors led me to advise that his natural tendency to precociousness should not be fostered, and that no endeavor be made to stimulate his intellectual advancement by sending him to school; on the other hand, that he should be taught to use the right hand, and when he became dexterous with this, that he take up writing anew. I also advised that particular measures be taken during the next three years of his life, that is, during the time when the greatest development of the nervous system occurs, to keep bodily vigor at the highest point, so that no tendency to mental perversion might arise as the result of and consecutive to physical depravity.

THE MANAGEMENT OF INFANTS DURING THE
HEATED TERM.

BY ALICE L. ROOT, M. D., BOSTON.

The problem of summer diarrhœa of infants and children is one which the warm months bring regularly to the physician. There are many and various theories regarding the prevalence of the malady in its various forms during the heated term of summer. Dentition, heat, improper diet, nervous derangement, taking cold, bacteria, each and all have been considered causes. The disease attacks children of every age, but is far the most common in the first and second years, at which period it exercises its most destructive influence. It usually makes its appearance, especially in the larger cities, in June, July and August, disappearing, as a rule, in September. The hygienic management of infants is of the utmost importance. It is not only medicine that the baby needs, but pure air to breathe, proper diet at regular intervals, plenty of water to drink which has been boiled; if bottle-fed, a clean bottle every time it takes its food; absolute cleanliness in person and surroundings, and a chance for the nervous system to develop without being over-excited.

Unfortunately, the conditions are too often the reverse of all this. The baby is fed on improper food, at all times, and to any amount; the bottle and clothing are not kept clean; the air is filthy; no water is given at all, and the little one is taken out into the hot sun, tumbled, tossed and

handled till—is it a wonder?—the small form is attacked by sickness. The doctor is called, and the little sufferer given enough medicine to float in, when the weak little stomach has more than it can manage in trying to digest a small amount of food. All this can many times be averted by closely following a few simple rules in the management of infants during the hot season.

First and foremost, keep your house well cleaned, cool and aired from top to bottom. Let the windows be open day and night; correct all foul smells with disinfectants.

Plenty of fresh air should be given the child in the cool of the morning and early evening. Let it drink freely of boiled water cooled with ice; keep it from rooms where washing and cooking are going on.

Bathe the child once a day in lukewarm water. If feeble, the child may be sponged all over the body twice a day, and powdered with plain cornstarch.

Tight bandagings should be avoided. The inner garment should be of light flannel, and the rest of the clothing light and cool and loose enough for the limbs to have free play.

Particular attention should be given to the cleanliness of the clothing, articles of apparel worn through the day being exchanged for clean ones at night. Use clean diapers, and change them often; never dry a soiled one in

the room where the child is, and never use one the second time without washing it.

The child should have a crib bed and sleep by itself. It should go to sleep at a regular and early hour, without being nursed to sleep in arms. If the child frets, it is either hungry or ill, and it should not be quieted with soothing syrup or sleeping drops. Feed it, if hungry; if ill, call a physician.

If mothers are well and strong, and have ample supply of milk, I would advise them by all means to nurse their offspring; for the breast-milk is the proper food for infants.

If the child is bottle-fed, great care must be exercised to keep the bottles sweet and clean, otherwise the food will sour, and the child made ill. The bottle, after use, should be washed thoroughly, and, together with the nipple, placed in water to which has been added a little soda or lime water.

The subject of what kind of food to use, the quantity and quality, is one of great importance. There is nothing better as a substitute for breast-milk than pure cow's milk from a perfectly healthy cow, fed on proper, wholesome food.

In very hot weather scald the milk as soon as received, and put away in a

cool place. Milk that has stood in a warm room has become unfit for food. A tablespoonful of lime water can be added to each bottle full of food, if it should disagree with the stomach.

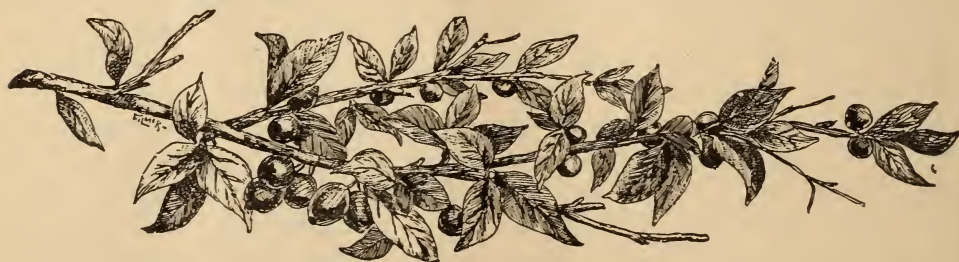
A child should never be weaned during the warm months.

If a child is suddenly attacked with vomiting, purging and prostration, place it in a hot bath for a few moments, then dry it carefully with a warm towel, and wrap it in warm blankets. Bottles filled with hot water and wrapped in flannel should be laid against the hands and feet, if cold. Flannels wrung out of hot new rum, diluted with a little water, must be placed over the bowels, changing as often as they cool.

Five drops of brandy may be given, in a teaspoonful of warm water, every fifteen or twenty minutes. If the diarrhœa has just begun, or it is caused by improper food, a teaspoonful of castor oil, or the spiced syrup of rhubarb, should be given.

Food of all kinds must be withheld until vomiting has ceased, and the gastro-intestinal tract has been thoroughly cleansed of all fermented material.

Soiled diapers, or the discharges, should be at once removed from the room.



BRIEF PARAGRAPHS CONCERNING ARTIFICIAL FEEDING AND NURSERY HYGIENE.

BY HENRY L. COIT, M. D., NEWARK, N. J.



THE following hints are embodied in a bulletin on "The Prevention of Disease Among Infants During the First Year," issued by the Board of Health of the city of Newark :

The average stomach of a child at birth holds, when full, about two tablespoonfuls.

The increase in the size of the child's stomach is in proportion to its growth or weight.

The health and vigor of after life is undoubtedly laid in the first year by proper feeding.

Proper infant feeding usually makes muscular children with nerve force, not always fat ones.

When a food is substituted for woman's milk, it should contain only what nature designed, and in the same proportions.

Nature does not supply bread or crackers, or meat, or granulated sugar; and these should not be given to the infant.

Cow's milk, when properly prepared, furnishes a whole and sufficient diet for an infant, and supplies all its needs for robust health.

Fresh milk should constitute the principal article of food for the infant even after weaning, and during the greater part of childhood.

No infant under one year of age can easily digest cow's milk until changed; it is weaker in some things and stronger in others than woman's milk.

Failures in artificial feeding are chiefly due to three causes : First, overfeeding ; second, the use of food which is either too strong or too weak; third, the use of food which is changing or has already spoiled.

The following receipts will change cow's milk into food mixtures suitable for healthy infants up to one year :

MODIFIED MILK FOR INFANT FEEDING.

(Made with one quart of bottled cow's milk. For the amount and number of feedings in a day, consult your physician.)

First 6 Months:—The top milk, cream, one-half pint; boiled water, one pint; milk sugar 700 grains.

From 6 to 9 Months:—The top milk, cream, one pint; boiled water, one pint; milk sugar 900 grains.

From 9 Months to One Year:—The top milk, one and one-half pints; boiled water, one-half pint; white sugar, three teaspoonfuls.

Dissolve the sugar in the hot water, add the cream and divide in separate bottles, putting one feeding in each. Cork them with clean cotton.

To preserve the food from spoiling, set the bottles, filled and corked, to the level of the milk, in boiling-hot water for thirty minutes; a three-quart covered pail will answer.

One tablespoonful of lime water should be added to every gill of food just before feeding.

Regular habits, proper food and long hours of sleep are necessary conditions to a healthy infant.

The three prime essentials in the nursery are fresh air, good food and pure water.

Never put a bottle nipple into your mouth and then into the baby's mouth. This will often prove dangerous.

Always hold a baby in your arms when feeding it, in about the same position as if nursing it.

Feeding in the night after the third month is both inconvenient and unnecessary. Sleep at night is better than food.

Do not feed the baby because it cries; its restlessness may be due to pain, and it is hurtful to fill an infant's stomach at such a time.

Have a rule for feeding the baby and do not vary from it. Without regularity the mother becomes a slave.

More infants' lives are taken by over-feeding than by starvation. Never liken an infant's digestion or diet to your own.

An infant's thirst is not quenched by milk. It needs clean water to drink with regularity.

Plain boiled water given between feedings will often aid the digestion and satisfy the child when restless.

Vomiting or diarrhoea is an indication that the child is either sick or

approaching sickness, and probably needs a physician.

Cholera infantum would be of rare occurrence if proper attention were always given to the quality and quantity of the food.

A nursing mother who worries, or is exhausted, or who indulges in excitement, may become a source of danger to her infant.

An infant is a creature of habit and usually responds to the wish of the mother, if the mother has order in her will.

Rubber tubes, complicated nipples and nursing bottles are dangerous and should never be used.

Light and loose clothing, frequent bathing or cool sponging are necessities for the infant in hot weather.

Cleanliness as applied to the body, mouth, the food, the vessels, the clothing, the furniture, the floor, the carpets, the beds and the atmosphere should be strictly observed.

As eternal vigilance is the price of liberty, so is eternal cleanliness the price of safety.

NURSERY PASTIMES.

A Baby Botany Lesson.

The children were in the yard gathering leaves. Miss Mary had sent them in search, as they were clamoring for something to do.

"Bring me as many as you can find, all different, and I will show you what to do with them," said she, and off they scampered.

In their haste, the first load was torn and crushed, and when Miss Mary said, "I want none but perfect

leaves," off they went again, picking more carefully this time, all trying to outdo each other in gathering the most perfect specimens, as well as in collecting the greatest variety.

To their surprise they found that a pine needle was a leaf, and so was a grass blade—perhaps other things were leaves of which they had never dreamed; they would look again and see. They found out—Miss Mary did not tell them—that sometimes there was

more than one leaf on a stem, that some were glossy and shiny, and others dull. Many had "sharp points" around the edge, and others were "cut smooth," others still were "scalloped."

"Let us draw pictures of some of our leaves," said Miss Mary. "We cannot draw them all, so we will press some to draw another day."

The children laid their reserved leaves in an atlas, and then the strongest boy claimed the right to place the big dictionary on top to press them.

"What color shall we make our leaves?" asked Miss Mary.

Each child shouted his favorite color—red, yellow or blue.

"It is springtime and we will copy the color exactly as it is now," said Miss Mary, "for in the fall the leaves will be so changed we shall have hard work to copy them with our very brightest colors."

The leaf to be copied, chosen on account of its simplicity, was a violet leaf. The children were told a story about the mother plant, and they examined "a baby bud," a "half grown," and last of all a "grown-up leaf." The story held for them a lesson on the growth, food, veins, sap, etc., and then placing a leaf, flat in the middle of his paper, each child traced it with green crayon. Some of the children, of their own accord, added the stem and veins. When a number had been traced, the best were carefully laid one side. Then taking up the violet blossom, the children counted the petals, looked at "the little lady inside, who wore a green dress, an orange red waist and a bonnet," sitting there in the heart of the violet.

The children thought they would like to draw a violet, and after each had made a careful examination they were allowed to try. The result was not altogether what was expected, for the blossom could not well be traced, but must be drawn free-hand. These the children drew with lead pencils, as being less clumsy for free-hand work than crayon. The best violet leaves and flowers were chosen from all the drawings, and Miss Mary now brought out a box of water-colors, asking the children to match the colors to the real leaf and flower. The violet paint was too dark, and the green too yellow. The children experimented for some time in mixing white with their violet paint, and blue with their green, to get the right shade.

"It will never do to spoil these beautiful drawings," said Miss Mary. "Let us practise until we learn to keep inside the outline perfectly."

Small circles were drawn first, and when a child could paint a circle without allowing his brush to "slip once outside the line," he was allowed to paint his best leaves and flowers. The children were not yet satisfied. "We want," said they, "to do a whole plant, roots and all."

Seeing that here was an opportunity to test the children's powers of observation, Miss Mary left them in perfect freedom to work out their own conclusions in their own way.

The result was surprising. Here on Lenhart's paper was a violet plant in which the stem of his flower drooped gracefully and naturally, and the petals were unmistakably violet-shaped. The little delicate roots were spread in the ground, and the leaves carefully

veined, some with long and others with short stems, not all the same size, as is usual in children's drawings. The drawing, though crude, was true to nature, with nothing conventional about it; true, because the child lived "close to nature's heart." Others were almost equally good; all were distinct nature studies; all showed sympathy.

After this lesson the children were eager every day to paint with the water-colors, and it required wisdom and judgment to know how far their love of nature was rivaled by their love of "making a mess" with their brushes and colors and water-cups, and to know how often to allow them the privilege, and to guard against its abuse. The children soon learned the names of many leaves, and admired most not those of most beautiful shape, but those of the simplest outline—a valuable lesson for their teacher. Maple leaves they did not admire, as they could see no shape or comeliness in their outline, but maple "keys" were their delight, especially when their teacher, borrowing the idea from Primary Education, drew with her pencil baby faces in the thick part of the "key," and told a story about the babies with wings who flew away from the mother tree. The children drew many maple keys, always drawing them with faces, calling them "twin babies" and giving them wonderfully correct wings.

Our baby botany lessons were cut short by measles just after the children had modeled their leaves in clay and were about to mount their pressed leaves on sheets of Bristol board, learning to write the names of each

most carefully on their mounting sheets with pretty colored pencils.

JULIA E. PECK.

Northampton, Mass.

Baby's Garden.

You have, of course, a sand pile for the baby, but have you provided a flower-bed for the little brother or sister?

My four-year-old maid has a marvellous garden, and, in her opinion at least, the flowers in it are much finer than those in mine.

There are pink, blue and purple morning glories, a scarlet verbena, a nasturtium, a "johnny-jump-up," an onion, and some butter-beans. She waters them, covers the most precious ones carefully with flower-pots to keep them from freezing—in midsummer—and transplants grass, clover and sorrel from the path to her bed, where they stay until they threaten to overrun everything else, when they are surreptitiously weeded out. Acorns, orange seeds and peach pits are eagerly collected, carefully planted, and tenderly cherished.

In selecting seed for the child's garden, it is best to choose sorts which germinate quickly and come promptly into bloom, for it is not desirable for little people to begin their gardening too early in the season.

Sweet alyssum, candytuft, and bachelor's buttons, are always popular with the small gardener. Pot marigolds, or calendulas come up quickly, blossom freely and go to seed in the most charming brief manner, and children always delight in gathering the curious seeds to save for another year.

If the bed be in a sunny place, as it should be, poppies will thrive and

greatly please the small horticulturist. Peas and beans come up with astonishing rapidity, and are consequently most suitable. Corn, too, is highly satisfactory, and a sunflower growing tall and rank at the back of the bed will undoubtedly prove to be the gem of the entire collection.

In the fall, a few crocus or tulip bulbs should be added to the little bed, to greet the little gardener with gay blossoms early in the spring.

Small flowering plants should be transplanted from the other parts of the garden from time to time

through the summer for "surprises."

The bed, to be a success, from the child's point of view, should contain all the colors of the rainbow, and a combination that would "set on edge" the teeth of an older person will please Miss Baby much better than a more harmonious arrangement.

She may easily be taught, however, to arrange her little bouquets with taste, and she will learn, too, the names of the different flowers, the names of the colors, and her gardening will keep her out-of-doors and out of mischief.

Marquette, Mich. CARROLL B. RANKIN.

A CURE FOR UNRULY BOYS.

"Our Willie is so boist'rous! he's growing rough and rude,
And all our gentle chiding seems to do no earthly good."—
And Mrs. Johnson took a seat, and heaved a heavy sigh,
As if the case were hopeless, and she could no longer try.

I put my sewing quickly down. "I'll tell you what to do,
And if you will adopt my plan, before you're half way through
You'll see an altered feeling that will bring a cheering smile.
Of course, it will take time, my dear; you'll have to wait a while.

"The method that I advocate is contact with God's earth
And all the living, breathing life that in it has its birth;
A closer touch with natural things, the sounds of bird and bee,
The echoes of a thousand hills, the murmur of the sea,
The study of the wonder of the springing of the grass,
The stories that are whispered in the summer winds that pass.

"Just drop him in the country, there to roam o'er field and fell,
To pluck the fragrant flowers that are nodding in the dell,
To lie in restful self-content, and look, and look, and look
At the brilliant colored pictures spread out in Nature's book.
And, presto! now his opening life by gentleness is kissed,
And Willie is quite changed, you say, by Nature's alchemist."—

CLIFTON S. WAYD.



NURSERY DIET DURING THE SUMMER.



AT this season of the year, if at no other, should excellence in the preparation of simple foods be the rule, more especially in the nursery. Elaboration should give way to simplicity; indeed, in the nursery elaboration should never appear. A steak or a chop perfectly broiled, well-baked bread, pasteurized or humanized milk, carefully selected fruit, vegetables that are well chosen and properly prepared, the avoidance of sweets and pastry, will prove potent factors in carrying a flock of little ones safely through the hot months of July and August.

As I have frequently said, too much attention cannot be given to the care of milk, pasteurization being the only safe rule, and one not to be lightly set aside from considerations of convenience. This is imperative for nursery health, as scarcely a month passes that we do not hear of an outbreak of typhoid, diphtheria, scarlet fever, etc., besides having, as we do, the ever-present dread of tuberculosis and cholera infantum.

Proper preparation of milk is equally important at this period. It will not do to risk the dangers of cholera infantum by lack of care in this direction. The basis of human milk must be reached in some way, for the very little ones. Analyses have shown how this can be done, and there is no longer any reason why an infant's chances of death in summer should be so great as they have been.

Physicians may now be found in every direction who pay special attention to children, and who will gladly show any mother how she may safely reach the basis of human milk. It is to her discredit if she does not take advantage of this fact, notwithstanding the usual advisory remarks of her neighbor's as to giving Baby clear cow's milk, because she did, and her mother did before her. Such an adviser never mentions the extreme difficulty she met with during the much-dreaded and taken-for-granted second summer, which need not be the bugbear it is if attention be given to the infant's needs in regard to pure and properly-prepared milk and the use of sufficient water.

This is an important feature in infant feeding, and one that is too frequently underestimated. Many a child's suffering has been relieved by a teaspoonful of boiled water that has been cooled, (not iced), and given at frequent intervals during a hot day. This should be the rule, not the exception, from birth. Children a few years old need a great deal more in order to prevent sluggish circulation, to keep the bowels in good condition and to flush the system. A pint a day is not too much for a five-year-old child, and, during very hot weather, when perspiration is excessive, the need is even more imperative. Another point to remember at this season is that a child is *over-fed* if he cannot digest his food, hence the food should either be changed or we should refrain from feeding him for

a time, according to his condition. Frequently, by omitting a meal and giving instead a concentrated, easily assimilable food, as, for instance, a cup of Fairchild's humanized milk, all signs of trouble will vanish. The use of this milk in summer must be emphasized for many reasons: it never sours, it is easily prepared, the process pasteurizes, and for convalescents and teething children it is invaluable. There is every reason in favor of its continuous use for infants who must be fed artificially from birth, as it resembles very closely the natural food of which the child has been deprived.

The following suggestions for dinner menus for July and August, after a child is two years and a half old, may be of service. Use well-made broths and soups, an occasional chop, a table-spoonful of scraped beef pulp, that has been lightly broiled, or a piece of fish, broiled, baked, creamed or boiled, *never fried*, remembering to give broths and fish more frequently during summer than meat, and using well boiled macaroni or spaghetti with a dinner menu that is minus meat, and rice or potato with broths and fish. Fish, to be useful in the nursery, must be fresh and of the right kind. It is less stimulating and more easily digested than meat, consequently its use is more frequently indicated in summer. The white-fleshed fish only should be considered in this connection, and the flesh should be firm and hard. It may, for variety, sometimes be creamed, as directed in a former article, and served with white sauce in which beaten egg has been stirred. This, with good bread and butter, a little honey and a glass of milk, will

make a satisfactory and easily prepared dinner for a hot day, supplying every constituent that is needed.

Another satisfactory and easily prepared menu is as follows: From a pound of beef purchased for broth scrape enough pulp to fill a very large spoon and broil this lightly and very quickly to retain the juice, either on a very fine broiler or in a very hot pan into which salt has been sprinkled to keep the meat from sticking, and into which no butter or fat of any kind has been placed.

Steamed rice, over which a fruit juice or vegetable sauce or purée has been poured, will complete this menu very desirably. Children frequently enjoy having only one or two dishes at a meal, especially if they are favorite ones. It requires very little care to prepare menus which will give them what they like and at the same time what they require. It is a mistake to suppose that a child needs great variety of food. A little observation of the manner of taking the announcement of a new dish, as compared with the shout of delight upon the appearance of an old favorite that has probably not been seen for several days, will demonstrate to any mother the truth of this assertion.

During hot weather it is well to remember, for many and obvious reasons, to give less variety and to have the articles well prepared and well combined, not neglecting the use of foods containing salts (fruits and green vegetables). Use meat and eggs alternately, never together; use with them one starchy food, as potato, rice, etc., and one food supplying salt, either fruit or vegetable, sometimes giving

the latter, as directed above, in a fruit sauce or vegetable purée over rice, etc.

A vegetable purée is an especially desirable summer food. Blanc-mange made from farina, from wheat (cooked very soft and pressed through a purée sieve), rice, tapioca or gluten, makes a pleasant change when served with fruit juice, or sauce, and is usually enjoyed by the little ones.

Avoid the use of sweets that are cloying, of over or under-ripe fruit, stale vegetables and too much starchy food. Carbo-hydrates should be given in the proportion of 4 to 1 of proteids (meat, eggs, etc.). When corn is young and tender, a vegetable omelet, with bread and butter, and a glass of milk, makes a satisfactory dinner for a hot day. Score the grains of corn through the middle and press out enough pulp to flavor a small omelet. Use the recipe given last month for a tender omelet, putting in the vegetable pulp just before folding, as it requires but a few minutes' cooking. Do not allow the omelet to get dry. It should be distinctly moist and soft when served. This is delicious, if properly seasoned.

Purée of stewed onions or a teaspoonful of onion juice may be used instead of the corn, or any vegetable that is allowed in the nursery. This plan of one or two dishes only for dinner should not be followed continuously. It is suggested for the occasional relief of those busy mothers who at this season of the year find themselves usually overtaxed; and as a child's well-being, not only physically but mentally, depends upon the condition of the mother, she must receive her due share

of consideration in all these matters.

Boiled macaroni or spaghetti simmered in beef broth, cream or milk, after having been boiled tender, makes a perfect one-course dinner for a child, and one that is always enjoyed. A glass of milk and bread and butter should be given with it.

Dinner menus for children from three to five years old :

I. Beef broth. Broiled fish. Baked potato. Spinach purée. A ripe, sweet orange for dessert. Bread and butter.

II. Vegetable omelet made with chopped asparagus tips that have been previously boiled tender; or, if preferred, a plain omelet and the asparagus served alone, with or without cream sauce. A small cup of good digestible cocoa with Educator crackers for dessert.

III. Chop (lamb) broiled. Steamed or boiled rice, served with cream and salt. Bread, butter and honey. Glass of milk if desired. In place of honey, fruit juice may be used.

IV. Mutton broth with barley. Asparagus tips with salt, or stewed onion with cream sauce. A cup of junket (made with Fairchild's essence of pep-sine) or a cup custard. Bread and butter.

V. Broiled beef pulp. Spaghetti, with cream sauce, the sauce to be made as directed in a former article, with good butter, cream or milk and flour. Four or five large prunes, stewed or simply freshened by soaking over night in cold water, after washing well, may be given for dessert. Children who will not eat stewed prunes, or who have grown tired of them, will welcome the above change.

VI. Purée of onion with beef broth,

served either together or alone. Farina, cooked with salt and served with cream. Strawberry gelatine for dessert, using the clear juice only for flavoring. Bread and butter.

VII. Poached egg served on well-made toast. Cauliflower tops, if tender. A saucer of rice pudding, flavored with cinnamon.

LOUISE E. HOGAN.



WANTED: FATHERS.

BY DAISY RHODES CAMPBELL.



WE SEE and hear so much about the mothers—God bless them!—but what of the fathers? In the family annals they are too often a blank space or a dreaded power.

There are fathers and fathers. Perhaps the commonest type is the one who treats his brief glimpses of home-life as a sort of amusing panorama going on before his eyes between the more serious acts of his business drama, "down town." He thinks that "Bob is a little scamp, but his mother will manage him; she'll bring him through somehow." And he laughs heartily at Bob's escapades and tempers, and thinks pretty Susie's airs and affectations over her new dress and golden hair charming specimens of mimicry equal to the stage. Or he may be the rarer type—less pleasing and amiable—the cold, austere judge, set far enough apart from the trivial yet intense joys and sorrows of the children, and regarded by them as a necessary adjunct to their life, yet one by no means essential to their daily happiness; one who casts a shadow over the three daily meals, and whose unrelenting decisions are dreaded and

deprecated because of the absence of sympathy, which children are so quick to feel.

Fathers are too apt to look upon their children as belonging wholly to the mother, except as regards provision for food and clothing, and, perhaps, an occasional corrective, when the appeal from the mother comes as a last resort. Their business is too engrossing, they must not be annoyed with the real care or responsibility of the little ones—that is the woman's function.

It is true that men can neither be with their children nor be expected to understand and watch over their gradual growth of character as the mother does, but it is not true that they are exempt from responsibility, or can shirk their share of the trust given to both parents. I wish to speak of a father like whom there are, I believe, not many.

A timid child awakened one night from a terrible dream, so vivid and real to her overwrought nerves that it seemed to her that she must die of fright. Her mother and father were in the next room, but there was a closed door between, and the dark way seemed to the child full of mys-

terious dangers. With a mighty effort she decided to attempt the dreaded journey. What if her father should laugh at her fears, or sleepily send her back? But no; she was sure that if she could reach his side she was safe. The distance conquered, with choking voice she wakened him, and gave him a confused account of her trouble. Shall she ever forget the sudden relief and comfort when, in a moment, the little trembling figure was folded close in her father's strong, loving arms, and his tender voice came like balm to her strained senses: "Just stay here as long as you please, my darling; nothing shall hurt you; it was only a dream?"

And the child, with perfect trust, was soon asleep. She was too young to analyze the feeling, but this father was to her the human representation of the Fatherhood of God. It was one of those little things which mean so much to children.

She was a bit of a girl, and the desire of her heart was a rocking-chair. Her birthday arrived. Her keen eyes had, alas! seen no package which the wildest imagination could construe into a chair. Yet scarcely was breakfast over when, looking out the window towards the front gate, she saw a beautiful little rocking-chair being carried in by her father. He had waited until after dark the evening before and taken it from the shop to a near neighbor's, for fear the surprise might not be complete.

Another time it was Christmas. The little daughter had, by saving of pennies and much delightful and secret planning, bought a gift for each member of the family. For her father she

had found a most magnificent black glass ring with gilt ornamentation. She fairly trembled with apprehension for fear the price would be beyond her means, as she had heard her father say that he would like a ring. Her hopes revived when the price was found to be eight pennies. Christmas morning it was triumphantly drawn forth from its hidden recess and presented. Day after day the father wore the ring on leaving home, and remembered to put it on again before entering the house, so that the child's heart might not be wounded by any semblance of indifference to her carefully planned gift.

When the child was allowed to have old-fashioned parties at old-fashioned hours, it was this father who was the life of the merry group of children. Nothing was a trouble nor weariness to him, just home from his office on a sultry summer day.

And not alone for his own but for all children was his big heart open. A fatherless or a needy child appealed to him so quickly, and he loved to bring smiles to the sober faces by a gift, or kindly word, or both. But far rarer was the fact that he was his growing son's companion and nearest friend. Never could the boy say that he feared to come to his father with any trouble. "Much love casts out fear," and this man loved much. "Like as a father," was a comprehensive phrase to the son as he grew from boyhood to manhood.

And what a safeguard such a fatherhood means to sons can never be estimated. Pity it is that it is rare. The mother can do wonders, but she can never take the place of

both parents while the father lives, especially with sons in their teens. We are fond of saying that "the child is father to the man," but do not men seem often to forget that the man is father to the son?

Solomon declares truth when he says "a wise son maketh a glad father;" but we may also use Shakspeare's assertion in a double sense when he makes Launcelot Gobbo say, "It's a wise father that knows his own child."



TRUTHFUL AND UNTRUTHFUL CHILDREN.

ONCE knew a lady, the mother of quite a large family, who said she believed that all children were naturally liars. While this is certainly not true, and while it is true that children are born with a tendency toward truthfulness or untruthfulness according to the amount of moral courage they possess, still it would appear that a good deal can be done to cultivate truthfulness in children of a rather timid moral nature, or the opposite result may ensue from a wrong course of discipline.

I once knew a little girl who from her infancy showed a tendency to conceal anything wrong which she had done. She was a gentle, affectionate child, and but for the one fault of sometimes fearing to tell the truth, had a most lovely character, being particularly unselfish and thoughtful for others. For fear of fostering this tendency, unusual care was taken to give

her more moral courage. Her word was seemingly never doubted unless absolute proof of her duplicity existed. She was never punished, except in the mildest manner. Indeed her lovely temperament made few punishments necessary. At length, by degrees she began to gain confidence, and she became in time quite truthful.

In another family I knew of a little boy whose mental and moral characteristics were not unlike those of the little girl referred to, but who, by quite an opposite course of training, developed a very strong tendency to screen himself behind a falsehood. His mother, a most estimable woman, was very rigid in her discipline, though I do not think she was severe in her punishments. I was once calling upon her when she related to me this little incident: It seemed that among a multitude of rules and regulations it was her custom to require her boys to save all the buttons which

came off their clothing during the day, put them in their pockets, and give them to her to sew on in the evening. One afternoon when little K—— came in from school his mother noticed that a button was gone. She asked him if he had it in his pocket, and he replied that he had. In the evening, after he had gone to his room, she called to him to bring the button to her to sew on. He did not come down, so his father, a genial, kind-hearted man, went up to see what was the matter.

He found the boy crying, while he confessed that he had lost the button, that he had not told the truth to his mother about it, and that now he was afraid to go to her and explain. The lady herself admitted that she had overstepped the bounds of wholesome strictness.

It has often seemed to me that parents are prone to neglect the cultivation of truthfulness in their children, while other less manly qualities are encouraged studiously. I remember once going to a place of resort, and being much struck by the polite and affable manners of a little girl of seven or eight years. Indeed, in politeness she quite put to shame my own little daughter of nearly the same age, but it afterward appeared that she was a most untruthful child, and

further developments showed that she was not always polite, as she was very rude to some people whom she considered socially inferior.

The discipline of some schools has a direct tendency to encourage untruthfulness. Although the severe punishments once practised in schools have long since fallen into a merited disuse, still there are many institutions where an intricate and artificial set of rules and requirements does almost as much harm. I know of one boarding school where the girls are forbidden to have sweetmeats or other eatables in their rooms, although it is well known to the teachers that boxes of good things are constantly being sent to the scholars, and the contents eaten in their rooms. As a matter of course, these little fêtes, quite harmless in themselves, are carried on in a very surreptitious manner, and many petty deceptions practiced—all to no purpose except to evade the teachers, who are in reality not deceived.

Let us, as parents, be strictly truthful and consistent in our daily relations with our children, scorning to avail ourselves of even the slightest prevarication, and let us encourage our children in every way to have the courage of their convictions and to speak the truth, the whole truth, and nothing but the truth. G. B. L.



THE DEVELOPMENT OF CAUTION IN CHILDREN.

BY ANGIE TOWER CURTIS.



IFE is full of anxiety to the mother of young children. Disease may largely be prevented by proper care, but accidents—who can foresee them?

There is a period in every child's life, just as it is beginning to creep upon the floor or is taking its first journeys about the house unassisted, when the scissors, left within reach of the baby fingers by some thoughtless member of the family, are a greater menace than an epidemic of scarlet fever, and the match dropped by a careless servant is deadlier far than croup. Pins, needles, buttons and forks, as well as medicines and toilet articles, are sources of danger to the little one whose curiosity is far in advance of his knowledge. As the child grows older and plays out-of-doors new perils arise, such as crossing the street, petting strangers' dogs, etc. All mothers know by experience what numerous sources of anxiety there are for those whose little ones have no trusty nurse to watch their movements. The common dangers that arise within doors and without to threaten the welfare of our little ones, and yet so seldom accomplish serious injury, might well lead us to believe that guardian angels guide their childish footsteps.

It is not sufficient to remove all possible means of injury; for the child's common sense must be trained, and his self-reliance and caution developed. He must early learn to handle the

fork and scissors, and must cross the street alone. "Forewarned is forearmed."

Children love to hear stories. Nature has wisely provided that the infant can understand simple language long before he can lisp "mamma." A child but a year old can comprehend a story if it be told in a few words and with appropriate gestures.

The following is an example :

"Emma was a little baby like you. She was naughty one day and took the scissors. They went into one of her eyes and made her cry. Her eyes are now shut and she can never see her papa and mamma again."

It is a simple matter to invent the bare outlines of stories relating to the use of matches, the swallowing of buttons, etc., which shall be more or less tragic, as circumstances require. For a child old enough to play out of doors the following is appropriate:

"Willie went out to play and his little friend Harry called to him to come across the street to his yard. Willie ran into the street without noticing the horse that was coming very rapidly. The horse's foot struck poor Willie and he fell down, while the wagon passed over his arm. A man carried him home and called the doctor," etc.

A very young child can understand such simple tales, and a repetition does not usually lessen his interest, especially as details may be added to any extent. Little Emma and Willie, with all the other victims of serious accidents who have suffered so acutely for his sake, as it were, become to him real personages, and their sad fate is a far more impressive lesson than volumes of precepts and anxious admonitions. This is also a good way to inculcate

valuable lessons in manners and morals, and is far removed from the nagging that so often occurs unintentionally.

As children grow older, new opportunities for requiring carefulness arise, such as handling medicines, using fire-arms, etc. Newspaper accounts of fa-

talities of this sort may be used to advantage. Do not prohibit, but train the children in common sense. Accidents will occur as long as time continues, but their number would be greatly reduced by developing caution and carefulness early in life.

SNATCHES FROM THE "CURRENT EVENTS CLUB."

Taken especially for BABYHOOD.

BY THE MINISTER'S WIFE.

Chapter V.—More School Matters.



MY children have no time to play," said Mrs. Irvin. "Every afternoon they come home from school with an armful of books. I insist that they shall not study before supper, but soon after that they begin and study until bed-time. They apparently live under pressure the whole time. There are extra things, too, recitations to learn, essays to write, all of which must be done outside of school hours. I do not have them do the chores to help me, although that would really do them good, for it seems too bad to keep them always at work. They appear to stand it nicely, but I am afraid that there will come a time when the bodies will give out. Nervous troubles are so common—dyspepsia, nervous prostration—all the result of living under too high pressure, or of lack of exercise, often both.

"No royal road to learning"? "True, and ten years ago I would have said 'Pshaw! it doesn't hurt them!' Now, with my own experience of overstrained nerves after a

tension of years, I think that healthy, uncrowded, unhurried study is better."

"But how is one to prevent over-work?" asked Mrs. Fritchley.

"One way, I think, is to be sure that your child's mind is mature enough for the grade he is in. If the work seems hard for him, I'd keep him back."

"That reminds me," said Mrs. Deane, "of an experience that I had. This fall I put Marguerite, my oldest child, in school. I took her, of course, to the first primary. The teacher, by the way, was not the regular primary teacher, but temporarily supplying the place of the primary teacher, who was sick. I told this lady what Marguerite knew, thinking that it would help to classify her. She had learned to read at home and had read the first reader through, besides simple stories. 'Oh,' said this lady pleasantly, 'she does not belong to me, then,' adding that she would be so far ahead of the others that the work would be uninteresting for her. I felt doubtful, for Marguerite could not write, but we took her to the second grade, and the teacher in charge thought she had

better try Marguerite a few days. She did so, but I could see that it was a strain on the little thing. You see, she had to *learn to go to school*, with all the rest, and was at a disadvantage. She was not yet six years old.

The second or third day Marguerite came home, her lips trembling with something to tell that she could not tell for trying to keep back the tears. Before I had found out what was the matter there was a ring at the bell, and I found Marguerite's teacher at the door. Inviting her in I asked what was the trouble, and said that Marguerite was crying over something. The lady seemed surprised and sorry, and said that she had come to tell me that she thought the work too hard for my little girl. That morning she had asked the children to write their names. Marguerite raised her hand and said she could not. The teacher had told her that she need not try yet, but it troubled Marguerite, and she felt beyond her depth, I know. The lady said that in all mental work my child was equal to the others, but, of course, in the written work she was at sea. Poor little thing! If I had only had sense enough to insist in the first place on her staying in the first primary; but it was my first experience, and I was not familiar with the work done in the grades. Fortunately, Marguerite was delighted to get back with her little friends in the 'baby-room,' and she has been having a delightful year. That little experience has taught me one lesson, never to let school work be a burden to a child. And, by the way, I have visited the first primary and am charmed with everything, unless it is the *air*."

"That," said Mrs. Haverill, "is the great objection to herding children together. It *will* be more or less close in cold weather."

"Marguerite's teacher," continued Mrs. Deane, "is a capable, earnest woman, who occasionally devises some interesting exercises.

"Before the Christmas holidays Mrs. White told the children that they might have a 'picnic' on the afternoon of the special Christmas exercises. The mothers were invited to come. The pretty little songs, the recitations, all were interesting.

"After the regular program, there being a little time to spare, volunteer reciters were called for. Some of these 'pieces' were so funny. One little tot went up to the platform, bowed solemnly and recited:

'Ha, ha, ha! you and me,
Little brown jug, don't I love thee!'

and just as solemnly took her seat. The 'picnic' consisted in choosing a seat-mate, and sharing with little friends the goodies which each had chosen to bring, and which had, during the exercises, made a goodly collection of bags, boxes and baskets on a big table cleared for the purpose. Mrs. White explained to me that this 'picnic' was promised as a reward of merit if they refrained from bringing candy to school during the term. The candy bringing had been quite a nuisance at times. The children would promise it to each other. Once a little boy opened his bank and with the money bought several pounds of candy for distribution at school.

"I hope all the teachers Marguerite has will be as sensible, though the candy question, I should think, the mothers might control."

NURSERY PROBLEMS.

Summer Diet and Summer Appetite.

To the Editor of *BABYHOOD*:

(1.) What should comprise the summer diet of a child nineteen months old who has only ten teeth?

(2.) Do you deem it advisable to sterilize his milk if, during the time he is in the country, he gets it fresh from a herd of presumably healthy cows?

(3.) If the appetite fails during the warm weather, is there any way of improving it in so young a child?

A. F.

New York City.

(1.) Milk principally, gruels, meat broths. When he gets his other two molars, a crust of bread with butter.

(2.) It depends upon the cleanliness of the dairy and all the surroundings of the milk; examine in time for yourself.

(3.) It can be improved by medicines precisely as in older persons, but the failing appetite of summer is often a conservative one to save the digestion, less food being needed to keep up the heat of the body.

The Use of Flannels in Summer.

To the Editor of *BABYHOOD*:

(1.) My little boy is six months old. Is it necessary to keep flannel on him this summer? Some of my friends say he should wear flannel shirts and skirts, others say he should wear flannel bands and not wear any other flannel. Some others say he must wear woolen socks. Now I should be glad to know what to do.

(2.) Is it necessary for him to wear more than a loose flannel band around his bowels, and is it necessary to wear that?

AN INTERESTED READER.

Ridgedale, Tenn.

(1.) We prefer flannel in the summer, except for those whose skin is very sensitive. It is the best protec-

tion against such derangements of digestion as come from chilling. We are in doubt about your climate, as we don't know in what part of the State you are. If you are in the mountains, or where summer nights are cool, we should prefer the use of flannel.

(2.) The loose bands will be enough if your nights are warm.

Hot-Weather Dress.

To the Editor of *BABYHOOD*:

How shall I dress Baby for hot weather, both day and night? He is nearly seven months old. He wears now in the daytime the knitted band and shirt (not pure wool), long merino socks, soft kid moccasins, flannel sleeveless slip and an ordinary dress. At night he wears aired wool band and flannel night dress.

Providence, R. I.

ADELAIDE.

We see no need of change unless his shirt is heavy, in which case a thin one may be substituted. In really hot days the flannel slip can be taken off. But inasmuch as the average American nursery is in winter artificially heated fully up to 70° F. (commonly higher), only in quite hot weather is it higher than that in summer.

His night-clothes are correct, except for the hottest nights.

A Question about Imperial Granum.

To the Editor of *BABYHOOD*.

My little girl, aged 27 months has cut all her teeth, is 32 inches tall, 25 pounds in weight, and has always enjoyed good health, though she cannot be called particularly lusty or vigorous. She is like most children of her age, except that she has never crept, nor walked, without assistance.

An eminent New York orthopedist whom

we recently consulted told us that the reason for this is that she was born with one hip dislocated—"congenital dislocation of the hip joint." Under these circumstances she will learn to walk gradually, and with difficulty, and meantime her only mode of locomotion, *i. e.* "hitching" about the floor in a sitting position, hardly affords her as much exercise as is desirable.

I have been wishing to build up her strength through diet, so as to facilitate her walking. From one to two years of age her sole food (and even now her main reliance) was Imperial Granum and milk given through a bottle. While she will eat other things, she seems to prefer the bottle, and seems thinner and lighter in weight than before I began, three months ago, to reduce her bottle food and supplant it with oatmeal and milk, soft-boiled egg, meat broths, bread and butter, baked and scraped raw apple, graham crackers, and plenty of milk. All these she eats and digests fairly well, except the egg. The broths and bread she has had occasionally for a longer time, say five months. Perhaps I should mention that from January 28 to February 20th she had a diarrhoea while cutting her last large teeth, but she has not gained since in weight, though when the teeth were cut and the diarrhoea ceased she seemed constantly hungry for about a week, asking for a bottle as soon as she had finished one. The hunger has ceased, though the appetite is pretty good, but she seems losing flesh and hardness, while before she was plump and solid, though small-boned. Her present diet is:

A. M. 6.30—Granum, 9 oz.

10 " —Granum, 9 oz.

P. M. 2. { Milk 7 oz. (about), thin slice bread
and butter or meat broth 5 oz. and
bread.

" 5.30 Milk 7 oz. and scalded, bread or
bread and butter.

" 10 Granum, 9 oz.

(1.) Will you tell me if this diet is entirely proper?

(2.) Is it sufficient for all kinds of development?

(3.) Is there any objection to a continuance of the bottle during the summer, or would it be better to try if weaning from the bottle would create a better appetite for other things, and would they digest as well as the

granum when the stomach is accustomed to the variety? It seems as if she required an enlarged diet at her age.

The granum is prepared as follows: Granum, 1 large tablespoonful, milk, 14 oz; water, 14 oz.

Paterson, N. J.

M. I. R.

(1 and 2.) Reducing the granum to its milk value, she takes in it $13\frac{1}{2}$ ounces, and takes 14 ounces besides, making $27\frac{1}{2}$ ounces of milk per diem. She has, in addition, a certain amount of bread, say two slices. This is a rather small ration. It is harmless if digested and may be enough. Why not try her with a little meat, chops or steak, cooked rather rare and scraped fine, given with her bread once a day?

3. No objection, if she gets enough food. Why not try giving the granum in pure milk? She is old enough.

The Relative Advantages of Pasteurized and Sterilized Milk.

To the Editor of BABYHOOD.

My baby when a few weeks old was taken ill and very nearly died with whooping-cough. Until she was four months old she had no food but mother's milk, and since then I have been obliged to give every other meal of artificial food. She is now seven months old, and weighs but fifteen pounds with her clothes on. I gave her sterilized milk, both with and without oatmeal water, but it was very constipating. Since then I have tried both Mellin's and Reed & Carnrick's foods; they agree with her fairly well.

1. Do you believe in employing a wet-nurse?

2. Do you consider pasteurized superior to sterilized milk; is it less constipating?

Yellow Springs, O.

D.

1. We see no real occasion to do so for your child.

2. It is generally thought to be somewhat less constipating, but we do not feel very certain of it. It is also

thought to be preferable as regards ready assimilation, but it is hard to determine the exact truth of these opinions.

Arrested Growth.

To the Editor of BABYHOOD:

My baby, a girl, is now eleven months old. She cut two teeth at ten and a half months, weighs seventeen pounds, the same as or about half pound more than she did six months ago. She is regular in her habits, but has had cold nearly all of last winter, which probably accounts in large measure for the fact that there is no increase in weight.

Her food has been Horlick's malted milk, save her mother's milk, for several months; the latter she has had but once a day, at night, and but very little for two months. She is very nearly weaned. Her flesh is very flabby, and she has little inclination to use her legs. She can neither walk nor talk.

Now, from above, would you suggest a change of diet to overcome the flabbiness of flesh and cause increase in weight?

I forgot to mention that her circulation is very sluggish and she takes cold easily, which settles on her lungs, causing coughing and wheezing. She inherits no lung trouble.

Denver, Col.

L. L. H.

The question is of a child of eleven months who was late in teething, who had good weight up to five months of age, since which she has been stationary in weight and is flabby. Now, it seems probable that the cessation of growth, while partly due to the colds the child has had during the winter, is also partly due to faulty nutriment. Nothing is said about it, but it is very likely that, as often occurs, the breast milk became impaired about that time, and the change, together with the illnesses, led to the arrest of growth in weight. That the child should not walk or talk is not remarkable. Walking at eleven months in the strongest of children is quite unusual, and at that age they can

hardly be said to talk beyond a few words, such as "papa" and "mamma."

The real need of such an infant as you have described is a careful going over by a medical man familiar with children's diseases who can discover if any real disease exists, or whether all that is needed is proper dietary. The latter is probably true, and if so, he can arrange one to suit the needs of the case.

Milk and Fruit.

To the Editor of BABYHOOD:

I have just been reading the "nursery menus" in a recent *BABYHOOD* and am surprised to find milk and apples, and milk and oranges allowed at the same meal. I have four little ones and have always been very particular not to have any acid fruit with the meals when they have milk. Have I made myself so much trouble unnecessarily?

They are very healthy children and do not need a special diet, but I have always thought that acid fruit and milk did not go well together. I will be very glad to give it to them if there is no question about its being all right.

L. B. C.

Salem, O.

If you notice that the dietary alluded to is prepared for a child of five years, of average digestion, and that a ripe apple is specified (neither sour apples nor sour oranges being suitable for young children, without regard to their conjunction with milk), you will find the suggestion safe as a rule.

Milk from a Herd or Milk from One Cow; The Varying Composition of Milk.

To the Editor of BABYHOOD:

(1.) My baby is eight months old, and has two teeth. Her digestive organs are very good, and otherwise she is well and strong. She is being raised on sterilized milk. As I have always diluted it with some water, I would like to know whether it is advisable to give her the pure milk or keep on diluting it over the summer.

(2.) Is it better to give a child the milk from one cow than to give her the milk from a herd of cows?

(3.) Can you explain the cause of the sterilized milk at times thickening as soon as the bottle is placed in warm water. I follow the directions minutely given with the sterilizer, and am very careful with the cleansing of the bottles, but yet, once in a while, the milk thickens. A CONSTANT READER.

Canton, O.

(1.) Probably it will be better to continue the dilution.

(2.) Better give it from the herd.

(3.) If the circumstances of the sterilization are really exactly the same, the difference is probably in the milk. Milk varies in composition, and is sometimes more acid than one would believe who has not tested it with litmus paper.

The Best Hour for the Bath; Why Tomatoes Disagree with Young Children.

To the Editor of BABYHOOD:

(1.) What hour during the day do you consider best for the bath of a child two and a half years old? Is she old enough to take a cool sponge bath before being dressed for breakfast?

(2.) I see in your menus for a child of five that tomatoes are prohibited. Why? My little girl seems to care more for them than anything else, and, with this exception, she eats what is given her, never asking for anything else. I cannot see that tomatoes disagree with her in any way. She is phenomenally healthy.

N. N.

(1.) In the morning. She is old enough to take the bath in the morning. Let her stand in luke-warm water deep enough to reach the ankles, and sponge her down with cool water.

(2.) Because the acid vegetable usually disagrees, especially with those whose diet is or should be chiefly milk.

Candy.

To the Editor of BABYHOOD:

Kindly tell me through the columns of your magazine what your opinion is in regard to

candy for young children? I find some mothers criticize my judgment of not allowing a child to eat it until four years of age, and claim that it is wholesome and generally beneficial. J. A. C.

Nashville, Tenn.

Your judgment is perfectly right, and even after four years it should be given only in fixed small quantities, and as a part, that is to say at the end, of a meal.

Condensed Replies.

N. W., Jackson, Mich.—We have little or no faith in drugs for your infirmity. Careful dieting, especially the avoiding of sweets and starchy foods, gives the best results.

Mrs. L.—It is not necessary to put in the salt. Every bottle should have precisely the same mixture. It is better to make the mixture once daily and pour the proper quantity into each bottle and sterilize all together. After the mixture is partly cooled, put the lime-water into each bottle and use the sterilizing bottle to feed the child. Never give chamomile or any other medicine in milk, unless especially ordered to do so by your physician. Do not give the chamomile, sage, or anything else, unless the child is ill, and you know that the illness is one that needs these remedies. The less you dose your baby the better. Properly sterilized milk will keep 24 hours in any weather. It can be made to keep indefinitely, but it is better to prepare it fresh daily.

H., Evanston, Ill.—Unless there be some reason for the change other than you give, we think the child's present hours of sleeping are better than the new ones you propose. The child may safely have this summer some of the fruits if you can get

thoroughly ripe and fresh. (Notice the italics, please.) Best, we think, is the peach, and when it can be had in good condition it would better take the place of all others. Pears are less desirable. Berries are to be avoided, but the juice may be given. Summer apples are not suitable for young children unless stewed. If

good water-melons are grown in your immediate vicinity the sweet juice is often acceptable. Before giving the pulp see yourself if it is of the kind for that dissolves in the mouth, or the kind that leaves a tough residuum. Only in the former case is it fit for a child. There are no other fruits we can recommend.

THE MOTHERS' PARLIAMENT.

—As an interested
An Improvement on reader of BABY-
"Domestic Treatment of Hernia." HOOD, I would like
to call attention to
the article entitled "Domestic Treatment of Hernia" in the May number of BABYHOOD.

The writer recommends the use of a button over the navel, to be held in position by plaster. But she falls into the error, rather common among people who apply this home remedy, namely, the pressing of the *rounded* side of the button against the umbilicus. The hernia at this spot in babies is caused by a failure of the abdominal muscles to unite. Therefore, treatment to cure it ought to be directed to that end. By pressing a *rounded* object into the opening, the intestine, it is true, is prevented from protruding for the time, but the muscles are also prevented from coalescing.

If, however, a flat button or coin be used in the manner described, the muscles are not held apart and have, therefore, an opportunity to unite and thus close the opening.—*Sophie Kupper Kohn, M. D., New York City.*

"O, dear me,
That I could be
A sailor on the rainpool
sea,
A climber in the clover
tree;
And just come back, a sleepy head,
Late at night, to go to bed."

So sang the gentle Robert Louis Stevenson, a rare man, who kept his child-heart through all his short life, and amid much pain and suffering. He never forgot how the world appears to these little hearts, and though "pity 'tis, 'tis true," that very many of us cannot enter into the heart of childhood—cannot remember that what appears only as a trifle to us,

"Great big people, perched on chairs,
And talking nonsense all the time,"

may be a great and all-absorbing joy or grief, to the heart of a little child. The story, from L., Philadelphia, of the sweet little lad's disappointment so touched my heart that I must send a word in behalf of the brave little fellow, who seems to me all in the right.

Circumstances are always changing—new complications arising—and it is in the daily adjustment of new relations, in the recognizing of changed

conditions, that the wisdom of the mother is most needed.

Could we have a set of cast-iron rules, never to be varied with varying needs, machines might do as well as mothers; or boys might be brought up in battalions, one operator touching the button for all at specified hours. This would save a great deal of labor, and the boys might become proper little puppets, reduced out of all individuality, as truly to one measure as if they had been cradled in that famous bed of Procrustes.

The truth is that it is dangerous to have too many absolute rules, aside from the decalogue, for we are liable either to allow them frequently to be disregarded, or we fall into injustice in our efforts to remain "firm," and so save our much vaunted dignity, and of all sorrows none rankle more bitterly in any heart, be it young or old, than the sorrow that is tinged with injustice.

It is right to allow children to earn money; it encourages a noble spirit of self-help and independence. It teaches them the value of money and the dignity of labor, and encourages them to industry.

"L's" little boy had fairly and honorably earned his reward. The fact that he had earned it during his mother's absence when there was no opportunity to ask her consent, and that he had acted in this manly spirit, created a new situation, which could have been met with more consideration. His honest pride in his labor was certainly cause for rejoicing, as well as his desire to spend his money in so wise and laudable a way. There are abundant ways of teaching child-

ren to do a favor without enforcing any fixed rule; and the sweetness of earning makes them more capable of giving a helping hand to one more needy or less able to help himself.

May not a little false pride also lurk beneath the refusal to take money for the service rendered? Further, it seems most unjust to neither give a child an allowance, however small, nor permit him to earn it. Many parents pay their children for performing little tasks. It gives them the stimulus and encouragement without which their situation may become little different from that of bond servants. There are many who would feel shocked at the charge, who yet show manifest injustice towards children; never remembering that they may become weary from running here and there on everybody's errands, and that if older people need recognition and rewards accompanying the demands of labor, much more should such rewards be given to the children.

I know one boy of twelve who is happy in earning ten cents a week, paid him for feeding the horse and sweeping out the barn. Another, a younger one, rejoices in earning five cents every time he cuts the lawn or for every hour he spends destroying the ubiquitous dandelion. These small earnings are safely placed in their little banks with combination locks—the delight of every child's heart—and await the coming of the fourth of July, or of Barnum and Bailey, or some other longed-for event, when, with the parent's consent, the little banks give up their earnings.

Now is this not cultivating a better spirit than to refuse to allow children

to earn something for their own use? It is a mistake to make light tasks an excuse for giving children money. This creates a false idea of values. Either give without conditions, or let the money be fairly earned. Then, by requiring other duties to which no reward is attached, the child will not lose his sense of responsibility for some share in the home-keeping, nor grow to feel that he cannot be expected to do anything unless he is paid.

Again, the injury to the boy's character by sending him to return the

money and say he was glad to do the work, seems to me infinitely greater than could possibly arise from allowing him to keep it.

To be glad when the little heart was swelling with grief is more than one should expect of a child, or indeed of many "children of a larger growth," and perfect sincerity is a nobler virtue to cultivate than the greatest courteousness. It is a tender thought, that only as "little children" may we claim the promise of our Father's kingdom. Let us take heed that we "despise not one of these little ones."—H. P. D.

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BIRTH-MARKS.

BY SARA A. KIME, M. D., FORT DODGE, IOWA.



THE term *nævus*, or birth-mark, includes all those unnatural markings of the skin which are noticeable at birth or which appear soon afterward. The popular terms employed to designate such deformities are "birth-marks," or "mother-marks." Sometimes we hear the individual referred to as being "marked." Imperfections of development, such as hare-lip, cleft palate, supernumerary fingers and toes, etc., are not properly classed under the head of birth-marks, although the popular mind generally attributes them to the same cause.

Almost the first words which a mother utters after the birth of a child are, "Is it all right?" meaning is it deformed or marked. So common are birth-marks, and so general is the belief that they are caused by pre-natal maternal impressions, that nearly all mothers are able to point to some circumstance which occurred prior to the birth of the child, and which to them appears sufficient to produce some physical imperfection in

their offspring ; hence their anxiety to learn the truth.

Birth-marks are exceedingly common. Children without some sort of a mark or blemish are rare. The spots may be so minute that for a long time they escape detection. Occasionally they are not visible at birth, but after a few weeks or even months they gradually appear and become prominent. On the other hand, marks distinctly visible at birth may slowly fade and disappear permanently. Such a happy termination cannot in any case be foretold.

Causes.

The causes of congenital marks are obscure. The medical profession is about evenly divided in its opinion regarding the ability of the mother to produce them. Some writers are able to cite instances which came under their personal observation concerning which the proof appears strongly in favor of this theory. On the other hand, we know that women have passed through periods of profound excitement, have been subjected to the shock of sudden accident, to severe surgical

operations, and have witnessed horrifying sights without their offspring exhibiting a single imperfection or blemish. Notwithstanding this subject is periodically discussed in our medical journals, little, if any, headway is made in attributing a satisfactory cause to these imperfections. About all that can be said of them is that they are the result of imperfect development, the primary cause being unknown in the great majority of instances. There is no doubt, however, that heredity, in some cases, may be accepted as the cause. I once removed a supernumary finger from the hand of an infant whose mother exhibited a scar on her own hand where an extra finger had been removed in infancy. The mother stated that her mother, grandmother and sister all had five fingers on the same hand at birth; the fifth finger developing in every instance from the second joint of the little finger. I was able to confirm the mother's statement by an examination of the hands of all these persons except the grandmother's. The hereditary element here is too strongly marked to leave room for doubt.

Varieties.

Writers classify *nævi* differently. They may be described, however, under three distinct heads, viz.: pigmented, non-pigmented, and vascular. Dark-colored marks are commonly called moles, and when appearing on a level with the surrounding skin are called flat moles or *maculæ*, or spots. They consist of a superficial, circumscribed overgrowth of the pigment layer of the skin. They vary in color from a light gray to a mahogany brown, or wine color, and in size range

from that of a pin head to the area of one third or one-half the face. Another name for these spots is "port wine mark." The hair follicles over moles may be unusually active and produce an abundant growth of hair, in which case they are called "hairy moles." Sometimes the thickening of the tissues may be so marked that they project considerably above the skin, when they form a wart-like growth of the variety known as the true mole. The sweat glands situated at the site of the mole may secrete an unusual quantity of perspiration, which is sometimes observed to be of a very offensive odor.

Vascular moles in their simplest form consist of dilated blood vessels. When tumor-like in character the blood vessels may present an exuberant growth, and the adjacent tissues are also thickened and overgrown. When the dilatation of the blood vessels is confined to the superficial capillaries of the skin they form bright red marks or spots, sometimes called spider-marks, or fire-mark. This variety varies greatly in size, and may occur in one isolated spot, or there may be several of them in a cluster, when they are frequently said to resemble certain kinds of fruit, as grapes, currants, cherries, etc. When arteries are involved they pulsate distinctly beneath the finger, and when the ear or stethoscope is applied they give forth a murmur.

One form of vascular *nævi* is called the cavernous variety. In these tumors the walls of the blood vessels are partly absorbed, and the blood circulates freely in a net-work of spaces somewhat resembling a coarse

sponge in form. This form is generally found below the skin, and the epidermal covering is often mottled.

Moles are generally found on the face, neck or ears. The common white moles, those containing no pigment, and consequently of the same color as the natural skin, are nearly always found on the face, and unless very large do not to any great extent disfigure the countenance. Hairy moles are situated only on those parts of the integument which are supplied with hair follicles; the palms of the hands and the soles of the feet are, therefore, never affected by them.

The vascular varieties of birth-marks may appear on any part of the body, but not so commonly on the extremities as on the head, neck, face and trunk. Of these localities the face is the favorite site, especially for the simplest form, which affects only the superficial capillaries. Sometimes very unfortunate positions are occupied by them, as the tip of the nose, the lips, eyelids and ears.

Those affecting the arteries, usually classified as the arterial forms, appear to possess a predilection for the arteries of the scalp and face, particularly the upper lip, although other vessels may not escape them. The cavernous *nævi* may be found in the deep structures of almost any part of the body. Birth-marks not unfrequently are located on the mucus surfaces, as on the lining of the cheeks, gums and lips, occasionally extending from the skin to these localities.

Symptoms.

Most *nævi* present no special symptoms and are benign or simple

growths. When irritated they may take on an acute inflammation, with extensive ulceration and sloughing. They may become cancerous, but such a circumstance is really very rare. Their ability to extend is well known and likewise greatly dreaded. The great majority of marks which appear on infants at birth only increase in size to correspond with the development of contiguous structures. Smooth pigmented and non-pigmented moles usually remain stationary through life. The vascular varieties are more likely to spread. Very small marks at birth may grow so rapidly that in a few weeks a large surface is covered by them. It is also a well known fact that many *nævi* if left to themselves shrivel up and wither away. Warty and horn-like growths, and some forms of vessel tumors, have frequently been observed to terminate in this way. Growths which have remained quiescent for years will sometimes, without apparent cause, commence to enlarge and take on vigorous growth.

Bleeding from birth-marks is sometimes a prominent and dangerous symptom, and one which demands surgical interference. The cause of the hemorrhage may be trivial, as from the prick of a pin or any slight abrasion in the skin. Pigmented spots and pendulous moles when injured may bleed profusely. When situated on parts of the body where they are chafed and irritated by the clothing they frequently cause trouble from inflammation, and require treatment for their removal.

Treatment.

When birth-marks are situated in

out-of-the-way and hidden places of the body they should ordinarily be left alone. If prone to enlarge, bleed or inflame, or are situated where the clothing irritates them, they should be treated or removed, as the judgment of the surgeon may decide. A very common, though ill-founded, belief prevails that if they are in any way interfered with they are very liable to develop into a cancer. Such a result, when observed, may not be justly attributed to surgical interference, since, when left to themselves, such a possibility may still exist. Most medical authorities are of the opinion that tumor-like birth-marks should be removed when practicable, to better avoid the possibility of their becoming malignant.

Considerable judgment is required to be able to always determine when and when not to make efforts at their removal. When marks are situated on the face, and are large enough to disfigure it, efforts should usually be made to destroy them or to render them as inconspicuous as possible.

It is a duty which parents owe their children who are unfortunately marked to relieve them, if possible, of what will certainly in after life render them miserable. Sensitive children very early learn the bitterness of their misfortune, and not infre-

quently, as a result of their importunities, they undergo treatment which if it had been instituted in infancy would have been a simple and gratifying task. Infants with marks about the face should in all cases be examined by a competent surgeon, who will decide whether a cure or an improvement of the condition can be effected. If an encouraging result is anticipated by him, parents should not delay making the attempt. Many persons are so much opposed to the use of a knife that they for this reason object to treatment. It is not always necessary to use a knife, but some small spots, and even larger growths, can only be successfully removed in this way. The use of caustic necessarily leaves a scar, and the surgeon must determine whether that will be an improvement over the existing deformity. Marks or moles which take on an inflammatory action should be removed at once. Pressure, galvanism, setons, ligatures, hypodermic injection and other methods are successfully employed in removing *nævi*. The surgeon must choose his own methods, and parents should faithfully carry out the details in every case to insure good results. It is never wise to put off an operation until a child has advanced in age. The younger the child the better the result in most cases.



BRAIN AND NERVOUS AFFECTIONS FROM FRIGHTS AND FALLS.

BY DAVID WARMAN, M. D., TRENTON, N. J.

DISEASES of the brain and nervous system are less frequent than those of the respiratory and digestive systems, and for this reason, doubtless, their significance is often lost sight of. They are, however, quite too common, and are less amenable to treatment and are much more fatal. They largely increase the aggregate of deaths. They contrast with the diseases of the other systems in their relative frequency in infancy and early childhood, as compared with adult life. This is explained, as regards the brain, by the rapid development of this organ in early life, its feeble consistence, its greater impressibility by the emotions, and the thinness of the covering which protects it from external agencies.

Some of the most interesting of the cerebro-spinal diseases which engage our attention are peculiar to early life. The diseases, also, of this system contrast with other local affections in their greater obscurity—especially in their commencement—for while disease of the chest can be readily ascertained by the physician on auscultation and percussion, or those of the abdomen by the nature of the evacuations, or the degree of tenderness or distention, our means of conducting an examination through the bony casement of the skull or spinal column are meagre and unsatisfactory. Again, the more complicated and delicate the structure of an organ, the more liable it is to

errors of nutrition and growth. There is no organ, moreover, which is so liable to irregular development as the brain. It may be entirely wanting, or may be partially developed, certain portions being absent, or, lastly, its growth may be excessive, constituting a true hypertrophy.

The sources of these states are many and of wide reach. Some are the outcome of depressed physical powers due to want and misery. Many more, however, are the result of careless usages, complications, and vice. Again, upon the impressionable nature of developing nervous tissues in a child hyper-sensitive by heredity, existing causes act only too overwhelmingly.

Influences capable themselves of disturbing even a healthy-minded child are many. That surprising condition which we regard as accidental, because as yet we do not know how to explain its origin, known as *precocity*, is a source of peril, if not an evidence of unsoundness. It is almost never a ground for parental gratulation, and only rarely fulfills youthful promise, and not seldom predestines its possessor to neurosis.

The childish brain is very vulnerable at all times, and demands for its best development slow and undisturbed opportunities and wholesome conditions. Very much mental stimulus is always hurtful; although pure intellectual pushing is said by Char-

cot to be in itself incapable of harm, provided other wholesome physical and moral conditions are maintained. The exciting causes of brain and nervous disturbances differ in some respects from those of the adult. One of the most serious is rapid alternations of temperature. Children notably bear heat and cold less well than grown folk, and a baby laid with its head defenselessly toward a hot stove has, in several instances, been driven into acute brain disease.

Brain diseases are frequently provoked from exposure to the hot rays of the sun in the months of July, August and September. How to avoid the occurrence of these distressing brain and nervous disorders in children is the important question. If this could be impressed upon the minds of mothers, one great stride would be made toward the suppressing of these brain and nervous diseases.

Causes.

Fright is an element that has much to do with the nervous affections of early childhood. The shock of fright or overwhelming dread is powerful for harm, even in children perfectly healthy. Again, upon the impressionable nature of developing nervous tissues in a child hyper-sensitive, overwrought emotions work sad havoc.

One of the most distressing nervous affections of childhood, "chorea," or "St. Vitus Dance," is most commonly caused by fright. Dr. Collins, in the September number of *BABYHOOD* for 1892, calls attention to this fact. He says:

"Undoubtedly the most common cause is fright, but fright alone is not sufficient, for if it were, St. Vitus Dance would be a very common thing. It is only when there is some

underlying thing which predisposes the nervous system to the loss of stability and prepares a soil on which perverted conditions can be manifested, that we get "chorea" as the result of fright. This predisposing state may be handed down from parents and family, or it may come from apparently dissimilar states of the blood, such for instance as rheumatism and some affections of the heart. The causes of this fright may differ: in some cases it is fire, or the sight of a sad accident, but frequently, far too frequently, it is the direct result of deliberate purpose by some playmate or friend, who thinks it a specially bright thing to dress up like a ghost, or to arrange some series of occurrences which will frighten the child into insensibility. Until one can see the pitiful results coming from this senseless form of amusement it is hardly possible to appreciate the immense amount of damage it is responsible for."

We know that one of the most common causes of "chorea" is allowing children to attend school with other children who have the disease, from the habit of imitation which is so strong in the young. Neither should you allow a child to see another in convulsions or any other distressing sight, for fear that it, too, will develop the same malady, simply from the habit of imitation, as children are said to be "proverbially talented mimics." Moreover, the impressions made upon the young and sensitive mind are not easily eradicated.

I can well remember the ghost and graveyard stories that were told me when I was a child by the old nurse, that filled my mind with such fear that on going to bed I would cover my head with the blankets, so that I was nearly suffocated for want of fresh air, for fear of seeing some of the terrible hobgoblins that I had been told about. For years after, when I had almost grown to manhood, I was afraid to pass a country graveyard after night-fall, expecting

to see some frightful apparition, on account of the early impressions made upon my young mind by the graveyard stories.

Even cases of insanity have developed from fright in the young. The telling of ghost stories to children will make such an impression on their sensitive minds that they will most likely dream about them, and wake up in a fright, with all the horrors of "night screaming" added, and will not be pacified. Serious brain and nervous disorders have resulted from this cause alone.

The "night screaming" in children is largely due to this cause. Many children have also been seriously frightened by shutting them up in a dark room as a punishment, or by threatening them with the *doctor*—as some thoughtless parents do—who, they are told, will cut off their ears if they are not good children. Very many times it has happened in my experience, when I have entered the home as family physician, that the child, or children, have set up a howl as though the doctor was a horrid person and would do them bodily harm, as had been threatened. Parents should not resort to such influences in the management of their children.

Recently I was consulted in regard to a child that was so seriously frightened by some thoughtless persons on "Halloween night" that the mother could not for a long time soothe the child, and it came near going into convulsions. Sudden fright or excitement of any kind should be kept from children as far as possible.

Falls.

When a child falls down a stairway,

or tumbles off a porch, or is pitched out of a baby carriage, striking the head and sustaining injuries thereabouts, resulting in brain disturbances, what should be done? If the child shows any indication of concussion or congestion of the brain, or other serious trouble, send for the family physician. If it is disposed to sleep should it be rudely shaken, or the smelling-salts thrust under its nose to keep it awake? Certainly not. The child should be allowed to sleep and be let alone until the doctor arrives, so as to give the disturbed brain and nervous centres rest. Nature points out the remedy. But for some unaccountable reason the laity have just the opposite opinion. Many times I have been summoned in haste to see children who had tumbled downstairs or had been otherwise injured by falling and striking the head, and the first thing that attracted my attention on reaching the house were the vigorous efforts that were being used by the parents and friends who had been called in to keep the little patient awake, under the mistaken notion that if the child were allowed to sleep convulsions would ensue. More than once I have seen convulsions follow this sort of keeping-awake process, when doubtless nothing of the kind would have resulted had the child been allowed to sleep and rest, as nature intended it should. Let me, therefore, caution parents and those having the care and custody of children against the danger and fallacy of this prevailing opinion.

Prevention.

It has been well said by some one that prevention is golden, cure is but a baser metal. How to obviate the occur-

rence of these brain troubles in children is the important question.

The employment of none but sensible, responsible nursery maids will go a long way toward overcoming the difficulty. Without question very many cases of brain and nervous affections have been precipitated by the barbarous custom of telling children fearful ghost stories in the nursery. Clearly, then, the most important therapeutic agent is systematic prevention. Nowhere is this more needed than in the moral and physical training of early childhood. "A sound mind in a sound body" is a great desideratum. We all know what creatures of imitation young children are, and this tendency to imitate is probably entirely devoid of consciousness on the part of the child, and merely the response of certain areas in the brain brought into activity by the sight of such movements. The well-known fact of children going into convulsions by seeing another child have one, is convincing evidence of the truth of this assertion.

Another caution is needed just here in regard to the thoughtless and careless manner in which young children are allowed to be cared for by irresponsible nurses. How often are they placed entirely in their custody and wheeled around in all sorts of places, where filth and bad hygienic surroundings prevail, as well as contagious diseases. The little ones sicken and die, and the parents wonder where they contracted the fatal disease.

Then, again, the carriage is left standing alone near some dangerous place, when some unfriendly wind starts it going, and carriage and occupant are upset, and perhaps the child seriously

or fatally injured. I could narrate many instances of this sort that have come under my observation, and there have doubtless occurred many more, where the facts have never been found out, of children being seriously injured in this manner. Therefore do not trust your children to the complete care and custody of servants or nursery maids.

Too often the mother is so hampered with domestic cares as not to give proper attention to her children. Then again, we have the *fashionable* mothers who think more of balls, parties, theatres and the like, than they do of the care and nurture of their offspring, and leave them to "the tender mercies" of the servant girl. This deplorable condition of things should not exist for one moment, as mothers should always have the immediate care and oversight of their own little ones.

Some of the most distressing diseases of after life have their foundation from the falls and frights of early life. As an example, those who see much of children's diseases are struck with the frequency of epilepsy as the result of a fall in childhood. Disease of the spinal column, such as crooked spine and hump-back, are quite often the result of falls, as well as numerous joint affections, all of which cause severe suffering, and frequently terminate in deformity.

Now, how much longer shall the maiming and crippling—either mentally or physically—of the innocents go on? Let me appeal to the mothers of the present generation to use their best endeavors to prevent it, in the manner indicated, as far as possible, and the only way to

accomplish this is to lessen the causes in the way that has been suggested.

In the management and moral training of children the mothers should be the custodians and care-takers. Accidents, of course, are liable to happen

in the best regulated households, but we shall hear of fewer *frights* and *falls* if the mothers of America will look more carefully after the little ones confided to their love and care, and not trust them so much to servants.



SUMMER SUPPERS AND SUMMER HINTS.



WHAT to give to the little ones for supper, especially in summer, may seem a trifling matter, yet it is really of the utmost importance. A child's rest at night depends very largely upon what it has had to eat for supper. Two safe rules to follow are never to give a heavy supper, and never, if possible, to give any later than five o'clock, thus leaving at least an hour and a half to intervene before it is time for the nightly sponge, which is so refreshing before bed-time in hot weather, and which, with a well-selected supper, induces sound sleep in defiance of the heat, however oppressive.

I find it is not unusual for mothers to give the evening meal to their little ones so late as half-past six or seven o'clock, in some instances even so late as half-past seven, and yet they will visit physicians regularly and ask advice as to what should be done to make their children sleep soundly, complaining that they are restless, wakeful and easily disturbed, etc.

A child who has had an early and simple supper, will be found, if well, to protest against being disturbed, and will *want* to sleep. It is possible and very desirable to give even a baby its eleven-o'clock bottle, which should be its last feeding for the night, without thoroughly awaking it, thus encouraging the habit of continuous sleep from seven to seven, which habit, once established, is the greatest boon for which a tired mother can ask.

Sleeplessness, or disturbed sleep, in a child always points to a faulty *régime*, or else it is the forerunner of disease, and it invariably needs immediate attention and correction. It is one of the safest indications for the mother who is concerned as to the condition of her child.

The old-fashioned bowl of bread and milk cannot be improved upon for a child's supper, if the milk be sweet and the bread well baked and made of whole-meal flour. A half-dozen prunes, stewed or treated as directed in last month's article, added to this will make as satisfactory a sup-

per as it is possible to find. Graham crackers, in place of the bread, with stewed apples, made according to recipe given, is another simple yet desirable menu. An occasional dish of rice and milk or a baked potato is frequently suggested and is admissible, but it is wiser to reserve rice for a breakfast dish in hot weather, to be used instead of the more heating cereals, and potatoes for dinner. With rice or wheat, well cooked, for breakfast, potato, macaroni or spaghetti for dinner, and the occasional use of farina or tapioca, the question of starchy foods in summer should be pretty well covered, leaving supper menus to be supplied with dishes that are more simple and more certain of not disturbing a night's rest.

The use of stewed fruit is to be advocated for all times and all seasons of the year, and if fruit at all be given at the evening meal, it should always be cooked in some way. Fresh fruit should never be given after dinner to children of five or six. I have frequently heard this question discussed, and many mothers are in favor of giving it later in the day, but I cannot alter my opinion that fresh fruit should not be given to children later than the one o'clock dinner. There is no necessity for doing so at any rate, as any child, if treated wisely, will care more for his bread and milk, or Graham crackers and milk, than for all the fruit you may offer him. I frequently find that even the dish of stewed fruit is not appreciated at supper time, while, if given at breakfast, it is eaten with great relish, and is usually the first dish to be called for. Since the discovery of this fact, I have

often changed my nursery menus in this direction, omitting the use of any kind of fruit at supper time, unless it is asked for, and giving stewed fruit for breakfast, reserving fresh fruit for dinner menus. I find it is easier to fit it in, in this way, with the different milk dishes which sometimes cause trouble when used with fresh fruit, and thus there is less likelihood of consequent disagreement. At the risk of being tedious, it seems advisable to lay stress upon points like these, even if they do appear to be self-evident. Milk should, for instance, form a large portion of the breakfast menu, and with the use of milk it is usually very much better for children under five to have stewed fruits instead of the average so-called ripe fruit that is sold so often in our markets.

For this reason I prefer using at breakfast time fruits that have been stewed, as less likely to cause trouble, and fresh fruit that is really ripe, for dinner, when milk is usually omitted from the menu. This rule is not an inflexible one, however, and any mother who is sure of the condition of the fruit she buys—that it is perfectly fresh, sound and ripe, not over or under-ripe—may follow the usually suggested plan of fresh fruits at breakfast and stewed fruits for supper, leaving dinner desserts to be made up from the various puddings, etc., given as suitable for nursery use. I have, however, found the other plan perfectly practicable and a great relief in hot weather.

In this connection a few words concerning the use of bananas may not come amiss. Not long ago, while waiting in the office of a

prominent New York physician for children, I saw a mother with a child of apparently three years leave the house for a few moments to get something, she said, to quiet the child, who was crying. As she went out she remarked to the servant at the door that she had brought the child to see the physician because he wasn't well and wouldn't eat. She returned in a few moments, and the child was eating a so-called "ripe" banana. I felt impelled to send a word to the physician to this effect, as her turn preceded mine, but I did not do it, nor can I tell why. I think the hopelessness of convincing such a mother prevented me from doing it, and both child and physician had my sympathy, for obvious reasons.

I have seen children only two years old munching away contentedly at dead-ripe bananas. One was the child of an Italian fruit vender, and she was the picture of health and content. Her mother assured me that the child ate them daily and had never been ill. I questioned her closely, but could find no evidence of bad effects. The child was a sturdy little thing, and looked perfectly well. Reflection led me to believe that the secret of it all was that thrift would prevent her parents from giving her the sound bananas of market value, and the child was allowed to eat those only that were really ripe, and consequently she did not suffer as she would have done had they been otherwise. A really ripe banana is nearly all sugar, easily digested, and under certain conditions an excellent food. When not really ripe, bananas are extremely indigestible. A ripe banana in the

tropics is an entirely different fruit from the banana sold here as being ripe. To those mothers who insist upon feeding their children upon bananas the above remarks may be of interest.

A pleasant addition to a supper of bread and milk, or to a glass of milk at breakfast, is a tablespoonful or two of Mellin's Food, stirred into the cool milk, where it will not dissolve, and will please the palate of a child, inasmuch as it tastes like molasses candy. It is a valuable supplementary food for growing children. I have frequently seen two children of five eating it dry with as much enjoyment as I have seen others show when eating candy, and certainly it was with less detriment to themselves than if they had been indulging in the use of what should have no place in nursery diet, namely sweetmeats. An ideally trained child should know nothing of the existence of candy, but in these days of careless nursery-maids, and equally careless friends and relatives, it is difficult for even a careful mother to protect her little ones, and it is not unusual to see even a two-year-old child with sticky face and fingers and the inevitable stick of candy, the panacea for all ills. When the use of candy as a bribe in training children is fully comprehended by our nursery and educational reformers, they may, perhaps, see one of the causes of certain results deplored, and find out one way at least in which to direct reform.

A copious drink of water, about an hour after supper, is an important feature in regulating a child's condition, and it should never be neglected.

A child four or five years old should drink at least half a pint of water between five o'clock supper and seven o'clock bed-time. The habit of drinking water, especially in the morning and evening, can be cultivated with a little care, and it is a habit of great importance throughout life in its result upon sluggish conditions. That this fact is not fully appreciated is evidenced by the constant cry in the nursery for laxatives, which are used far too frequently. With the right use of water, massage and laxative foods, an irregular or sluggish intestinal condition of a child, if taken in the beginning, may be regulated with ease.

Simple Supper Dishes.

Milk toast, zwieback, bread and milk; bread and butter—home-made—

one day old; sugar rusk, Graham crackers, Graham cracker sandwiches, with plenty of good butter (nothing else) between; stewed prunes, apples, etc., if desired, with as much sweet milk as the child will drink or use with the above.

Recipe for Stewed Apples.

Prepare the apples as for sauce, in even-sized pieces, and simmer until tender in boiling water, using a flat agate sauce-pan from which it is easy to remove the pieces of apple without breaking as they become tender; add to the water enough sugar to make it palatable and boil for ten minutes; then pour it over the apples, sprinkle with cinnamon, and let them cool in the syrup. Orange or lemon juice may be used for flavoring.

LOUISE E. HOGAN.

THE MOTHERS' PARLIAMENT.

A Summer in the City. —I wonder if any other mothers have dreaded it as I have, and seen in anticipation the little cheeks grow pale and wan, the tones languid and fretful and sleep broken, appetites failing, and a doctor's bill looming up which would swallow up all the large balance in the account book which economy in staying at home was to establish. If so, may their fears prove groundless, as mine have done. Perhaps the account of our summer in the city may prove helpful to some of my sisters, and encourage them in making up their minds to *enjoy* what may seem at first an unpleasant necessity.

My little ones, aged five years, three

years, and eighteen months are not robust children, though healthy and happy little mortals, and as with all children I think regularity tends to health, I am very particular to keep fixed hours, and not to let any interruption that can possibly be avoided or foreseen interfere with our daily routine. Our day, or *their* day (mine has to begin as early as possible, as I am single-handed just now) begins at 7 A. M., by which time all three are fully awake and anxious to be dressed. Mamma having completed preparations for breakfast and left the oatmeal taking care of itself in that treasure to busy women, a Puritan cooker, bathes the little faces, necks and arms

in cold water and buttons and ties the little garments on as quickly as possible. No. 1, generally ready first, runs downstairs and is off on his tricycle up and down the street until his breakfast is ready, coming in bright and hungry. By 7.45 we are all at the breakfast table, Baby on the floor enjoying zwieback, after his bowl of milk is emptied, and amusing himself with his cars and blocks. After breakfast, which I make as attractive as possible, so that they shall eat well and have a good foundation to begin the day upon, papa takes our eldest for twenty minutes or half an hour through the simplest lessons of reading and spelling—the kindergarten, of course, being closed now—while little three-year-old helps to clear the table, and then we prepare to go out while the day is still cool, Baby in his carriage and the others on each side of me.

I do our marketing and stroll up and down the shady streets until about 10.30, when we turn homewards. After his second meal of milk and crackers Baby is all ready for his nap, and without shoes and stockings or dress he lies cool and comfortable in a darkened room, *not* on a blanket, but on a cheesecloth pad on a hair mattress, with the very lightest of wraps thrown over him. There he sleeps soundly for three and often four hours every day, leaving my hands free for all the necessary work. While numbers 1 and 2 are playing indoors or helping (?) mother about the house, dusting, cooking etc., can be easily done, and at 12.30 we are all ready to greet papa when he returns for dinner. That meal over, my little girl takes her nap in her crib too, and our

eldest, in virtue of his seniority, is allowed to lie on the dining-room lounge with some picture book, while mother is washing the dishes; almost always however, the books are soon dropped and the little eyes closed in a refreshing sleep. By the time mamma is at leisure he is awake and rested, and eager for a story, while I do my sewing, or some easy lessons in weaving and paper folding—we try to keep up the kindergarten system as much as possible, so that he may feel at home when he returns after his long vacation. The time is all too short till Baby wakes and must be fed and dressed; then by 4 p. m. little sister, too, is up, and with clean, fresh faces and afternoon frocks my trio are ready for another stroll, this time with tricycle and doll carriage; we generally stay on our own block, where my little ones can mingle with the other children and yet be under my supervision. Before they go out crackers and milk are given them, and they do not need their supper until 6 p. m., when they have it at their own little table, while I am preparing our own.

When papa comes in, tired and ready for a quiet meal, the little ones know they must take care of themselves and baby brother, either in the back-yard or in their pleasant nursery, and then comes the treat of the day to the two eldest, a walk with papa or a romp indoors with him if the evening should be chilly or damp. At 7.30 they are all ready to tumble into their warm bath and splash to their heart's content, and then to be tucked up in their little cribs after saying their evening prayers, to sleep soundly till the sunbeams wake them

Baby at 6.30 has preceded them, and is already in the land of dreams.

A word as to food. I allow my little ones much more liberty in choice in summer than in winter, trusting to nature as a safe guide, of course keeping things I know to be harmful out of sight, and so far we have not had a single case of bowel complaint or indigestion. They do not eat as much farinaceous food as I should like them to, but I would not force it, and am satisfied by their increase in height and weight that they are being well nourished. Then as to clothing: my little girl is naturally a child who gets easily heated, and for the first time in my experience and with many misgivings I am dressing her without a shred of flannel, in the lightest muslin skirts and drawers and cotton stockings. Her thick hair, too, I have cropped close, and find it a great relief to her. So far my little ones are happy and well without playing on the street or constant outings, the benefits of which are so often neutralized by the fatigue and excitement of the journey and the loss of mid-day naps.

We shall make one or two trips to the beach on papa's holidays and in the sultry August days. The convenient trips on the ferryboats from Brooklyn to New York will be a refreshing variety for our morning stroll. This may not be the best way of spending the summer; still, as it is the only one within our power, we are trying to make the best of it.—*A Busy Mother.*

—Often in our management of young children we are in doubts as to the best manner of dealing with them when unruly,

and when talking and threats have no effect. The natural resource in too many cases seems to be to whip, and this, besides being an unpleasant medicine to give, is quite as likely to prove disastrous in the end. One day, at my wits' end to know what to do next with my three-year-old unruly boy, a novel idea came to my rescue. I said, in feigned surprise, something like this—"Why, what naughty boy is that? It can't be my Bert, for I'm very sure he would not do so. It must be 'old Jake.'" This name also suggested itself without any special reason. "Yes it must be, for (looking at him sharply) he doesn't look like Bert. My boy has smiles and dimples, and this one's face is all drawn out of shape." At this point the smiles and dimples are seen, and then I say—"Oh! there's my boy back again, I'm so glad; something must have frightened old Jake away, and I hope he will stay away, for I don't like him at all." Of course this conversation is varied, but I always keep the same name: "Jake." Sometimes, when Jake is quite determined to stay, I am more severe and say I can't have "Jake" in the house anyway, and if he doesn't go pretty quick I must get a stick and drive him away. The sight of the stick is always enough, and the child soon forgets all about being naughty.—*C. A. H.*

—A year ago I had the good fortune to take a trip to Alaska; a journey that will commend itself to travelers more and more as it becomes better known. To travel on the ocean, with none of

Something About the
Children in Alaska.

the trials of sea-sickness, amid lovely scenery and novel scenes, has a charm that will invite an increasing number of tourists each year. The human crop apparently flourishes under all conditions of climate ; heat or cold, drouth or rain do not affect it, so we saw babies of all ages wherever we landed.

From Vancouver to Sitka and return we stopped twenty-four times, and at every port the entire population was gathered to see the steamer come in—an event that takes place but twice each month. The steamers carry the mail and merchandise and, during the summer months, tourists. Do you wonder that the natives look forward with wild excitement to the only connection they have with the outside world, and are eager to make the most of their slim chances to sell their wares? Even the children realize the importance of the event and forget to cry, or else they are better than civilized babies, for during the two weeks that I was among them I neither saw nor heard one of them crying.

The specimens we saw were not attractive, certainly—little round flat faces and noses, invariably dirty ; stiff black hair, eyes that were sometimes fine, or would have been in different environment ; the dimples and plumpness that belong to babyhood, but no beauty. Infants were generally folded in a shawl the mother wore over her own shoulders ; older children were quite as often in the father's as in the mother's arms, or squatting, grown-up fashion, on the wharf, with their little bare legs tucked up under them, all ready to receive a stray penny or two with round-eyed satisfaction or

a grin and grunt, which was the only stock of manners on hand. Nearly all the children were barefooted and seemingly comfortable, though I was not too warm in flannels and a winter coat. The women and older children wore gay-colored cotton or silk handkerchiefs tied, Italian fashion, over their heads, and these were the only articles of apparel free from dirt and grease.

The white population consists of one or two government officers, the missionaries and their families, and a merchant or two. The natives are the Tsimpian Indians, a type quite different from our tribes on the Western plains. Many of the missionaries are doing a noble work, though handicapped by the lack of conveniences and by small means. At the mission schools the children are taught some respect for soap and water, to speak English, to read, sew and sing hymns. During the season of canning, which is the great industry of this region, great quantities of salmon being packed along the entire coast, all the children who are old enough go with their parents to work in the canneries. Milk is a rare commodity. The mountains rise directly from the coast and there is no room or pasturage for cattle in most places.

The stores are much like country stores anywhere, but I did not learn whether condensed milk is used or not. The children live on the same fare that their parents do, that is, dulce (a compressed seaweed), fish and game; they look healthy and well nourished. The little cemeteries are sufficiently populated to speak pathet-

ically of that experience that comes to both civilized and uncivilized people everywhere. I noted but few small graves; those of the Christian converts were easily told from the heathen by the neat appearance of the graves, usually marked with a cross made of white pebbles picked up on the shore.

On Vancouver Island we went into some of the houses, if they can be called such, occupied by the Ninkush tribe, the most degraded of all the tribes on the coast. The houses are large square spaces marked off by a wall perhaps eight or ten feet high, built of rough boards like a fence, on which is a roof unshingled; the whole structure so poorly built as to afford but scant shelter from the weather, and from our standpoint totally unfit for a habitation for either man or beast. In one of these houses, which we entered by a queer little door nearly two feet from the ground and so small one had to pass in sideways and stooping, we found

two families living in diagonal corners. The only attempt at privacy was a rude matting two feet high stretched around stakes driven into the ground on two sides of the square, the walls forming the other two sides.

In one of these homes (?) was a very young child swung in a hammock, and completely covered with dirty rags, the mother, still weak, sitting on the few boards that answered for a floor, crooning a lullaby. We tried to make her understand we wished to see the baby, but she would not uncover its head. A cat and two hens were hunting for food in the dead ashes in front of her, and over the ashes hung a kettle on a tripod formed of sticks. Near by were a great rat and a raven, the only food the larder afforded and evidently intended for the next meal.

As my thoughts traveled back five thousand miles, where my own little flock were so differently situated, can you wonder that a great pity filled my soul for the poor little creature in the hammock?—*M. T. S., Philadelphia.*

LITERATURE FOR CHILDREN.



THE number of erudite people who lack all intellectual graces and serve as mere transmitters of facts is so great, it seems probable that the reason is something more than a matter of temperament. In rapid summary, I should say the limitation arises from lack of cultivated imagination, and, without doubt, may be traced back to the first stories and books of childhood.

In these days of cheap printing and illustration the child of even fairly

well-off parents is loaded with picture and story books as soon as he can speak. As a rule, no care or thought is taken as to who wrote the stories or who made the pictures. Any nursery jingle does as well as Mother Goose; some tyro picture-maker as well as Randolph Caldecott. Both these stories and pictures are mostly about other little children and their pleasures in this toy or that game, and they please the childrer who see them because they also have had similar experiences and can understand such

stories and such pictures without any effort of the imagination. Herein lies the danger, for this is the first assault of the commonplace. Mistress Mary, Dick Whittington, Tommy Tucker, and all the other real nursery classics would pall after a child became accustomed to comprehensible, plausible stories. But if the Mother Goose rhymes are given at the outset they will do their work well. At first, probably only the jingle will attract; then the cockle shells in Mistress Mary will puzzle a little; then the silver bells in the garden—the child has no silver bells in his garden—but he knows the sound of a silver tea bell, and little by little he makes a picture in his mind of a garden different from any he has seen, a sort of fairy garden where Mistress Mary lives for him, and then whenever he hears the rhyme he sees the garden. His imagination has begun to be cultivated.

After the first period of childhood is over, juvenile magazines absorb the child's attention. These are often charming periodicals, but, to my mind, harmful to the child as were the earlier stories, because they crowd out better things. At this age, roughly speaking from six to nine, a child should enjoy Andersen, Carroll, Grimm (the edition introduced by Ruskin and illustrated by Cruikshank), Robinson Crusoe, and, though less imaginative and almost equally valuable, Mrs. Ewing's Tales. At this age also, Joseph and David should be great heroes.

Every child is full of imagination of one kind or another. Every child is eager to "play" he is someone else, and makes all about him serve as some feature of the situation he has in

mind. Upon the stories he hears or reads depends, of course, the nature of the games he plays. Now, shall he be restricted to playing simply commonplaces, or shall his mind be so full of color and varied ideas that the sawhorse is a foaming charger, his oatmeal porridge, like Mr. Stevenson's, a continent being inundated by a sea of milk?

The books I have mentioned would lead naturally to a taste for romance. At ten the child ought to enjoy Scott. Perhaps it will be objected that Scott's stories are too old, and indeed it cannot be denied that they are too old to be appreciated; but, at the same time, there is enough in Scott to entrance a child's mind. Do I not well remember my first delight in *Ivanhoe* when *Front de Boeuf* was *Frong de Buf*, and the fair Lady Rowena was a vision to dream of? Histories, too, should be a pleasure by this time. *Marie Antoinette*, *Mary Stuart*, *Cæsar*, *Pompey*, *Cyrus*, are just the figures a child's mind revels in. They can be far more delightful, as I know, than any flesh-and-blood companions.

As far as possible a child should be urged to read poetry. This may not be easy, as he would naturally be discouraged by verse. "Your danger lies in possessing too much," warns Ruskin. So starve the child a little by taking away his stories, and thus force him to *Marmion*, *The Lady of the Lake*, *Macaulay's Lays*, etc. As soon as he recovers from the first shock of verse there will be enough to interest him.

With such a foundation as this the power of the commonplace must be shaken. Brute fact can be no longer brute fact. Everything, however mean

and homely, must be touched and brightened by the child's own thought of it.

What I have said, if it prove anything, would prove only the picturesque advantage of a training in imaginative literature. There is a word, however, to be said on its


spiritual side. Through cultivated imagination alone is the power of understanding other people best developed and are the most perfect sympathies aroused, thus he who has the best imagination, provided the moral purpose is not lacking, may best serve his race.

E. A. W.

THE SPIRIT OF THE AGE IN EDUCATION.

I.

BY SUSAN H. HINKLEY.

T is a cheering and helpful thought to any earnest nature that progress is perpetual, not in a straight line upward, yet always in an upward direction. The wise man is neither optimist nor pessimist. Seeing and pursuing that safe middle course which is the shortest road to realization of his ideals, he maintains a mental poise, which is of vastly greater good in its influence on his contemporaries than the extreme views of the man who sees all things in the light of his own time and in his own country.

Of the two attitudes, I am not at all sure but that the pessimist occupies the more important position in the great scheme of progress. Often it is he who rouses the drones out of their lethargy and points out fields of labor for the workers. The calm and lofty spirit of Emerson helps us to bear ourselves through the complexities of life with dignity and with self-respect. Yet Carlyle, gloomy thinker that he was, stirs and inspires the wholesome nature with a determination to better existing evils. His detestation of shams and his contempt for the insincerities of life fire one with a desire to be above all pettiness, and exert an

even more potent influence than Emerson's stately "Insist on yourself; never imitate." Between the optimist and pessimist, the man of extreme views in opposite directions is the man who possessing the true idea of progress, perceives that the reactions of this life are backward steps in the stairs of progress.

Consider first the matter of obedience, a matter which should be near every mother's heart, since it conduces as much to her children's comfort as to her own. The old-time "blind obedience" had many drawbacks. Children obeyed their parents, but often in a state of subdued revolt, rather than with that ready willingness which is the sure indication of a clear understanding between parent and child. All stories for children written in the time of our grandmothers, and even our mothers, point this moral: the necessity of obedience. With due explicitness, Miss Edgeworth's "Parents' Assistant" is written primarily for the moral education of children, rather than for their mental delectation. The *name* suggests its purpose. In the present era, a book written for children of the same age would be entitled, perhaps, "Sunny Hours in the Nursery," or "Happy

Thoughts for Children." Jane Taylor's poetry also comes in this same category of moral literature. The penalties inflicted by worthy parents, and the effects of somewhat mild causes, are often so extreme as to shock our own sensibilities, and how much more those of our children! Yet so firmly fixed in the minds of our mothers was the doctrine of instant and implicit obedience, that I doubt much if even the most extreme of this poetry caused a shudder. On the contrary, I believe it was regarded as invaluable in the training of the young. That it could do positive harm would have seemed preposterous. Yet read in "Meddlesome Matty" (Jane Taylor), the following stanza:

"I know that Grandmamma would say,
'Don't meddle with it, dear!'
But then she's far enough away,
And no one else is near!"

The last line alone might be an entirely new suggestion to a child in the wrong direction. Here is another:

"Thomas was an idle lad,
He lounged about all day,
And though he many a lesson had,
He minded nought but play.
In vain his mother's kind advice,
In vain his master's care,
He followed every idle vice,
And learned to curse and swear."

Fear of physical pain as an immediate result of disobedience, and anticipation of torments in the world to come, are the chief incentives to good conduct. Indeed, a complete reformation of the whole moral character may be effected by the discovery that physical pain would have followed a misdeed had it been committed. For example, when Tommy is about to steal forbidden fruit, and Billy shows him a very cruel trap with "terrible teeth like a saw," which would have caught him had he made the attempt:

"Cried Tommy, I'll mind what my good mother
says,
And take the advice of a friend.
I never will steal 'till the end of my days;
I've been a bad boy, but I'll mend."

As a contrast to these stories are the Rollo and Lucy books, written by Jacob Abbott, and far ahead of the spirit of that time in the firm but reasonable discipline they illustrate. As a child I remember my delight in them, and my conviction that Lucy's mother and Rollo's father were the only bearable parents in literature. Since then I have read Jacob Abbott's "Gentle Measures in the Training of the Young," and have found much that is helpful in it. It is this spirit of gentleness and firmness combined pervading his books which appeals to a child, far more than the often painful *dé-nouement* of the ultra-moral tale. He believed in implicit obedience and submission to elders, realizing at the same time the error of over sternness.

I have expressed my disbelief in the old methods thus at length in order to bring out more fairly, if not more forcibly, the dangers of reaction. I may fall into an error ascribed to a certain eminent clergyman by an old countryman, who said in regard to him: "Somehow, I allers kinder think he has a leanin' towards the off-side himself, he sets it out so clear!" Lest I err in this direction, let me explain. Old-time results should be aimed at; if possible, attained by different methods. In our natural shrinking from the stern discipline that formerly brought about instant obedience, we too often find ourselves confronted by no obedience at all. I do not mean that there are many mothers who are not, in a fashion, obeyed by their children. But too often the command,

or, shall I not say, the polite request, is made several times before a reluctant obedience is effected. This is fundamentally wrong, and the sooner we realize it the better for the children. This attitude of the parent of the present day has been rather amusingly contrasted with that of the parent of an earlier date in the following lines, which, I judge, are imitations of Jane Taylor herself;

"What have you done with your sister, tell?
Mother, I pushed her into the well.
Why child you acted very queerly,
I thought that you loved your sister
dearly?"

Here is another as good:

"Sammy got hold of a lucifer match,
And set on fire his father's thatch.
House, barn and horses were burned to
naught.
'Sam,' said his father 'you hadn't ought.'"

Just as at present nervous prostration is the bane of women, so the highly wrought temperament is the bane of children. I do not think I am exaggerating my own ability when I say that, given a child of intelligent parents, I could in a week's time have on exhibition a typical specimen of the highly wrought child. I should simply during that time grant his every request. This, I think, with a little judicious spoiling in other directions, would be a sure receipt for that undesirable result. Of course the presupposition of intelligent parents is of the greatest importance, since the farther we advance in civilization the greater the possibilities of the highly wrought child become. There is, in fact, no element more disturbing to a child's equipoise than the condition of uncertainty as to whether a command is to be insisted on or not. The relief from mental strain to a child who has been accustomed

to this intermittent or lingering obedience is manifest when some firm hand takes the reins, since there is no sedative more efficacious to a nervous temperament than that of unquestioning obedience. A whole lifetime is before the child in which to realize the wisdom of his early training; and when there is not opportunity, after prompt obedience has been enforced, to make satisfactory explanations, there need be no regret. In truth, many children prefer their own simple processes of reasoning to ours, which, as a matter of fact, are often from far too ethical a standpoint for their comprehension, and lure them into hearing words rather than catching ideas.

The next point to be considered, wherein we should profit by the errors of the past, yet not be carried away by the "spirit of the age," is in regard to the position our children occupy in the household. Themistocles once, it is said, pointed to his youngest son, who was walking through the streets of Athens, and said: "There is the ruler of all Greece. He rules his mother, she rules me, and I rule Greece!"

This is, alas! the condition of things in many an American household to-day, and the hopeless part of it all is that the mother glories in her serfdom. A mother said to me recently, in regard to taking her children with her on little jaunts in the electric cars: "It tires me more than anything I could do at home." Then she added hastily, "That would not deter me from doing it, it is only that I fear contagion for them." In all probability that mother would tote her children about from one suburb

to another to give supposed pleasure to them, or to gratify thoughtless friends and relatives, and coming home at night feel a self-righteous glow on going exhausted to bed, did she not, fortunately, live in an age when germs occupy almost as important a position as children. Because the cares of motherhood, when entered into seriously and with a due knowledge of what they mean, are the most exhausting of all cares to the mental and physical system, the mother argues that the more exhausted she becomes the better care she is taking of her children—a necessary process in attaining the end being here mistaken for the end itself. This is all an egregious mistake. The first thing of importance to children is the uninterrupted good health of the mother. It is impossible that a mother should never be ill or never be tired, but it

is possible that, if she possesses an average constitution, she can take such care of it that her children will not suffer from her ill-health. Surely a mother's highest duty is the preservation of her own good health for the sake of her children.

Many an apparently delicate girl has after marriage steadily improved in health through a realization of her responsibilities and the strength required to meet them; whereas strong women, with no appreciation of cares to come, have thrown themselves with such ardor into their new life that, after half a dozen years of unnecessary overwork, they are mere apologies for their former selves. Then the real neglect of the child begins, just at an age, too, when he most needs wise guidance and companionship,

"The reason firm, the temperate will;
Endurance, foresight, strength and skill."

NURSERY PROBLEMS.

Few But Ample Meals.

To the Editor of BABYHOOD:

My baby boy is almost nineteen months old, weighs about twenty-seven pounds, is quite tall and well formed, has twelve teeth, and the four canines are very much swollen. I say twelve teeth, but only half of each of the two double teeth (upper) are through—though they pierced the skin some six weeks or more ago.

I fear that his food is not suited to his needs in some way, though he has had absolutely no trouble with his bowels, save an occasional tendency to constipation. He has sterilized milk and gluten (given in a bottle), about fifteen ounces at half-past seven o'clock A. M.; at half-past ten comes his bath, after which he has the juice of half an orange, then sleeps for an hour or longer. At one he has a large spoonful of well-cooked oat-

meal porridge, about six ounces of clear soup (rich enough to jelly when cold), part of a baked apple and about seven ounces of milk. At half-past five he seems very hungry, and takes his fifteen ounces of milk and gluten eagerly, though he does not seem to crave his dinner. By six o'clock or soon after he is asleep, and usually does not wake till about seven in the morning, though he will sometimes cry out several times in the early evening, as though with pain.

His flesh seems firm, but I feel that his food lacks the salts in some way, for his teeth come through so slowly and his joints sometimes seem to slip with a little snapping sound. He looks the picture of health, rosy and plump.

(1) Ought a child of his age to have bread-crusts, and if so what kind?

(2.) Is the oatmeal good for a summer food

for a child; if not, what could be substituted? I used the strained oatmeal gruel till I thought he tired a little of it. I have added a little oatmeal porridge to his breakfast, but he cares for it very little then. C. C.

Boston.

(1.) To begin with, the child is not really backward as to weight or teething for his age. He seems to be getting his canines, which are often later still in appearance. His dietary is amply large. We notice that you have put him upon a three-meal dietary—the orange juice going for nothing as food—which is unusual for his age and for much longer. But his meals are very large, so that he gets enough. He may have any kind of stale bread-crusts; his molars are sufficiently cut to do work.

(2.) Yes, unless from some personal peculiarity it disagrees. There is no harm in varying for a change by giving some of the wheat porridges; their name is legion.

Remedies for Warts.

To the Editor of BABYHOOD:

(1.) What can I do to take warts from the hands of my little girl? She is now twelve years old and she has a number of them. One of them is especially troublesome—being directly under the nail of the forefinger of her right hand.

(2.) Are they contagious? Her twin brother used to have them, but now, for several years, he is entirely free from them. They came out on her hands. P.

Philadelphia, Pa.

(1.) The only applications we can recommend for domestic use for warts are either the glacial acetic acid or a saturated solution of salicylic acid in water. These can be had from a druggist, and should be plainly marked to avoid accidents. Whichever be used,

it should be carefully applied to the surface of the wart by means of a sharp-pointed little stick, such as a wooden tooth-pick or a sharpened match stick. Apply the liquid carefully over the whole surface and keep it from the sound skin. In a couple of days scrape off the dead surface and apply the liquid again, and so on until the wart is gone.

(2.) This is not certainly known, but probably they are sometimes contagious.

Excessive Amount of Food; the Functions of Lime Water.

To the Editor of BABYHOOD:

My little boy is fifteen weeks old and has been fed since his birth on sterilized milk and water (half and half at the present time), taking a little more than a pint and a half each per 24 hours.

(1.) Will you answer me in your columns if you consider this enough food and rich enough, or should I increase the quantity of milk, and if so, would you displace the water with the increase, or add milk? My family physician, in whose care he has been, is ill, and I am unable to consult him. The child is thriving and doing well, I should judge, having gained 8 lbs. since his birth, just doubling his weight. My friends think he is fed too much lime water, and that none is necessary. He takes in his bottle five ounces of food to a feeding and to that quantity I have added *ne te spoonfu* of lime water (according to his physician's orders, though it was a month since).

(2.) What effect does the lime water have, and would you recommend its continuance? Is it more necessary with sterilized milk than unsterilized? I have not as yet been able to shorten to any great extent the time between his feedings (2 hours).

(3.) How can that best be done? He is beginning to feel his teeth, as his gums are swollen, and it makes him a little worrisome.

N. N.

(1.) If we understand rightly, the boy takes a pint and a half of pure milk

(making 3 pints of food) in six hours. This is rather beyond the average amount supposed by the most skilful pædiatrists to be needed for children of two months, and the amount of milk is fully twice what is thought necessary for a child of fifteen weeks. Of course, if a child grows and continues well on a given kind and amount of food, not much can be said in criticism, but we should be watchful of any infant so abundantly fed. He gets very little lime-water in proportion to the amount of food, not too much in any case.

(2 and 3.) The lime-water serves to correct the acid reaction which nearly always exists in milk by the time it reaches the consumer. This is true whether the milk be sterilized or not. The lime-water may be continued as long as he takes a bottle.

The taking of five ounces of food every two hours is certainly crowding the poor baby pretty badly, and as soon as your physician recovers you would better call him, so that he may assist you in getting your baby into a safer way of feeding.

SNATCHES FROM THE "CURRENT EVENTS CLUB."

Taken especially for BABYHOOD.

BY THE MINISTER'S WIFE.

Chapter VI.—Talk About Doctors and Timid Children.

"Mrs. Hubbard's children are sick again," said Grandma Irvin.

"Yes, I saw Georgie flying for the doctor!" said Mrs. Grey rather contemptuously. "Some people are always sending for the doctor! We haven't had one in our house for fifteen years."

"How fortunate you are, Mrs. Grey."

"Well, we have our sick spells," replied Mrs. Grey, "but we doctor ourselves."

"Yes, but your children are all grown," put in Mrs. Appleby.

"I don't believe anyway in always trotting for a doctor!"

"That is all very well, but how often we hear of cases where, if the physician had been consulted in time, the patient might have been saved."

"O, that's just the doctors' talk!"

"Well," said Mrs. Irvin, calmly, "I

don't think so. I'd rather not run the risk with *children*. When Hetty asks me for advice, and I don't feel that I know what is the matter with the children, I tell her to 'get old Doctor Jones; he can tell us what the trouble is. If they need medicine he'll give it, if they don't he will not dose them.' It is particularly important to have advice when there is any eruption, to avoid exposing others. I am not one of those who think it a virtue not to have a physician.

Conversation in our corner was growing a trifle warm, it seemed, when our hostess, Mrs. Deane, changed the subject by asking: "Do you think that children ought to be made to go off by themselves in the dark to sleep?"

"It depends upon how old they are."

"Well, say children like mine, from Baby to the six-year old."

"I don't think they ought," said

Mrs. Gage. "I well remember how afraid I used to be. I used to try to control my fear, too, but I positively suffered."

"The best plan, if it can be so arranged," said Mrs. Fritchley, "is to have the child's room open into some room in which members of the family sit, and where there is a light. I am so fortunate as to have two rooms which I can use for bed-rooms opening into my sitting-room. One room is my own bed-room where my two youngest sleep. In the other are Harry and Georgie, aged six and nine years. The two older girls I was obliged to put upstairs, but they are old enough not to mind, as Annie, my good German girl, has a room near."

"I always sympathize with children," said Mrs. Deane, "because even yet," and she looked around with a depre-

catory air, "*even yet*, I don't like to go upstairs in the dark. And if I have to go out to the pump after dark I am just a little timid. It is all right going out, but sometimes, coming back, when I reach the door I whip in as if the host of evil were after me!" A general laugh followed this speech.

"Yes, isn't it a creepy feeling, after you've turned your back on what you are afraid of? When Mr. McClure was away I had to look after the furnace. How I hated to go into the cellar after ten o'clock to fire for the night!"

"Poor children!" said Mrs. Haverill, "we expect so much of them, but it is right to teach them self-control and courage, and they ought never to suspect that mamma does not always feel brave."

CURRENT TOPICS.

Bathing and Bathing Appliances.

The simplest form of bath consists in the ablution of the whole body with cold or tepid water by means of a sponge. This is the ordinary so called *sponge bath*, and where other bathing facilities are lacking this should be taken daily. Many persons, however, restrict the daily ablution only to the exposed parts of the body, viz., the face and the hands, while other parts of the body receive a washing only at rare intervals. The wet sponge should be applied to face, neck, and chest; to the armpits, arms and hands; and to the groin and the feet, where the skin perspires more freely. In another form of sponge bath the bather stands

in a large shallow tub, and water is poured over his entire body, generally from a large sponge.

Water is also applied to the body by means of douches, or showers and sprays. The spray may be descending, ascending or from the side, and it also has different names according to the part of the body to which it is applied. The words "douche" and "shower" are often used indiscriminately, but in order to be strict one must distinguish between them. The douche consists of a compact, solid descending stream of water of varying size and force, whereas in the shower or spray the water issues through numerous small apertures in

a finely divided stream under a moderate pressure, and from either a sprinkler-shaped or a ring-shaped shower. The douche is very intense in action and is not used to any great extent in ordinary bathing, whereas the spray or shower is very popular. On account of its frictional impulse the douche is used in hydro-therapeutic baths. We have head showers, side sprays or upward jets, and in the needle bath we find a combination of all these, applied in minute jets to the whole body by a series of vertical and horizontal perforated ring tubes. The showers are either fixed showers or hand sprays, operated by the bather or by attendants. The overhead shower may be fixed so as to give a vertical descending stream, or more frequently nowadays it is placed inclined, so as to prevent the water from striking the head of the bather. This last special form of shower is commonly designated as the "rain bath." All of the appliances mentioned are generally arranged to supply either warm or cold water to the body, but very often the shower is merely fitted up for cold water, in connection with a tub bath, taken for cleansing purposes, it being a good practice to end a warm bath with a moderately cold douche, which closes the pores of the skin and thus prevents the person from catching cold. A modification of the shower or douche, in which hot and cold water are used alternately, is called "Scotch douche."

The second division of bathing appliances comprises all forms of baths in which the body is immersed in water. This, in the broadest sense, includes the plunge bath, the swim-

ming-pool, and river and sea baths. In a restricted sense, those appliances in which the bather sits or lies down, but cannot otherwise alter his position, are called bath tubs. Of bath tubs we have many varieties, differing in shape, size and material. We have full bath tubs, in which the whole body may be immersed up to the neck, and half baths, such as sitz tubs, foot baths, hip baths and bidets, used for bathing special parts of the body. A special form of bathing appliance, used in houses on the Continent, but not as a stationary fixture or connected with the plumbing system, is the so-called "wave bath," which by the motion of the bather causes the water to impart to the body a feeling similar to that got from waves in the sea bath.

Of the different shapes of bath tubs—the tapering shape, the French shape with parallel sides, the tub with both ends rounded, the shallow tub, etc.—it is not necessary to speak. The maintenance of cleanliness of tubs and hygienic considerations require that their interior surface be of smooth and non-absorbent material and that they have well-rounded corners. The rougher the surface is, the more difficult it is to remove dirt and soap.

Bath tubs are manufactured of many varieties of materials. Wooden tubs are rarely used, except for medical baths where the water is charged with salts or minerals, *e. g.*, sulphur baths. While wooden tubs are cheap, they do not last long; they soon become leaky when dry; the wood absorbs filth, and when kept wet it soon rots away.

The cheaper metal tubs are made of zinc, whereas the better class of

tubs consist of the more expensive copper. The American copper tubs are really wooden boxes lined with varying weights of tinned and planished sheet copper, whereas the English and continental copper tubs are heavy metal tubs, standing free and requiring no wooden casing for support. Copper tubs are either polished or tinned, and sometimes they are nickel or silver-plated. Zinc and copper tubs may be painted inside with special bath enamel and made to look quite inviting. In England japanned and enameled copper is used, the enamel being put on in a similar way to the enamel of the iron American tubs.

The inside of cast-iron bath tubs may be either painted, galvanized or enameled. The latter process is now much perfected, enameled iron baths being obtainable which are in appearance and general durability nearly equal to the more expensive solid porcelain tubs. Iron bath tubs are either provided with wooden casing, or more usually stand free on the floor and raised on iron legs. The top rim consists either of polished wood, or, more recently, it is formed as a glazed roll rim with the tub, thus doing away entirely with all surrounding wood-work. A modification of the metal tub is the steel-clad bath tub, consisting of a shell of steel lined with copper. Bath tubs are also made of indurated fibre, painted on the inside with a special kind of enamel, which resists the action of soap and water, and quite recently tubs have been manufactured of cast aluminium.

The glazed porcelain or fire-clay

tubs are very solid, durable and cleanly. Up to a recent date such tubs were made in England exclusively, but now the American potteries have succeeded in manufacturing the same article, which compares very favorable with the imported tubs. Of course, all porcelain tubs require more hot water than metal tubs, and this difference is often quite noticeable in private houses, though not so much in bathing establishments, where they are in more or less continuous use and do not become chilled during the intervals between bathing. Porcelain baths are finished on the top edge either with polished hardwood or with a marble capping, or else they have a glazed moulded rim.

Other varieties of bath tubs are the tile-lined tubs and tubs lined with marble or slate, but these have the drawback that the joints may leak and that dirt collects in the square corners, which is hard to remove. We finally have marble and stone (sandstone or granite) tubs cut out of a solid block, and therefore very heavy and very expensive, and tubs made of annealed glass, of particular service for hospitals.

Larger bathing pools or piscinæ, in which several persons may bathe together, and can move about but not swim, are generally masonry tubs, lined either with smooth cement or with tiles and marble. Such tubs are usually sunk half-way or more in the floor and reached by several marble steps leading into the bath.

Plunge or swimming baths are of two kinds, viz.:

1. The swimming baths, erected in rivers, lakes or at the seashore, which

are available only during the warm season of the year.

2. Artificial pools, basins or tanks, constructed of masonry and lined with white marble or glazed tiles, in which the water is usually moderately warmed during the cold season, so as to enable the use of this form of bath the year round.

Both classes of baths are adopted only for pleasurable and healthful physical exercise of body and limbs, and the open-air swimming-baths especially for cooling off and refreshing the body, though in the latter case cleanliness may also to some extent be secured. Still it is a fact beyond dispute that in the summer time, and particularly during heated terms, many people take a bath in the river or at the seashore, not from a desire to become clean, but for the sake of enjoying the practice of swimming, or for the cooling, invigorating and exhilarating effect of the bath. On the other hand, the swimming-pools or basins in public and Turkish baths, are not in any sense intended as cleansing baths, as the use of soap in them cannot be permitted. They, therefore, require the provision of special foot-baths and showers, where all bathers must take a cleansing bath before they are permitted to enter the plunge. Even after this is done, each bather helps to a certain extent to pollute the water, and unless the supply is continually and constantly changed the water is liable to contamination. From time to time it is well to empty the whole contents in order to clean the sides and bottom of the bath. Hence swimming-baths require a very large quantity of water, and

are in every respect expensive to maintain.—*From a pamphlet on "Bathing, and Different Forms of Bath," by Wm. Paul Gerhard, C. E.*

Boiled Milk as an Aliment.

The practice of subjecting milk to boiling heat before consumption has of late been widely adopted in European countries, whose public hygiene has hitherto been such as to counsel every means of minimizing the conveyance of infection. British travelers, in Latin countries especially, will be reassured by this salutary innovation, experience having taught them that the milk supplied in hotels and pensions and added to their morning meal of tea and coffee, has been too often tainted with the micro-organisms of infectious or contagious disease. Sanitary truth progresses slowly into these regions, and when the public health officer at length succeeded in establishing the unwelcome fact that milk was one of the surest channels by which infectious diseases were diffused he had to encounter the objection that the boiling process to which he insisted on its being subjected, deprives it of its nutrient properties and also its digestibility. Again, however, he has been able to show that reason was on his side, and that milk, after boiling, is not only more easily digested, but has actually a higher nutrient value than in the crude state. We allude especially to Dr. Chamouin's experiments, in which he fed a number of kittens on the same boiled milk and an equal number of kittens on the same milk as it came direct from the cow or goat. Those of the former category he found to be twice as

healthy as those of the latter. Following up this demonstration, Dr. Chamouin examined the statistics officially issued by the town council of Paris as to the infantile mortality of that city, and finding that the chief cause of this was, directly or remotely, intestinal, he prosecuted his researches still further, so as to include a comparison between those infants that had

been fed on boiled, and those infants that had been fed on unboiled milk. As he anticipated, he found a remarkable diminution in the death rate of the former. His investigation was continued long enough to show that thousands of infants are annually safeguarded from intestinal disease and death by the precaution of boiling the milk on which they are fed.—*London Lancet.*

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THE CAUSES OF SLEEPLESSNESS IN INFANTS AND YOUNG CHILDREN.

BY D. J. MILTON MILLER, M. D.

Assistant Physician to the Children's Hospital, Philadelphia.



SLEEP in a healthy child ought to be continuous and undisturbed. When it is otherwise, when it is broken by restlessness, or disturbed by sharp cries, mutterings or startings, there is always something wrong, something that renders the child uneasy, although it may often baffle the most acute physician to discover the exact cause.

Children are often said to sleep poorly from mere habit, and although this is in a measure true, it is scarcely possible that long-continued and persistent sleeplessness can arise from this cause alone. In the majority of cases where habit is said to be the cause of wakefulness, it will almost invariably be found that the so-called habit had its origin, and, in prolonged cases, its perpetuation, in some disturbance of health, often very slight, perhaps, and not apparent to the observer, but sufficient to annoy the child and prevent sound sleep.

There are few things more annoying

than a wakeful child. Not only are the patience and health of its attendants exhausted and undermined, but there is nothing that so surely and steadily deteriorates the health of the infant. This will be readily understood if we consider the never-ceasing activity of the infant and child, and the fact that he is rapidly growing and developing at a rate much greater than the mature adult. Not only must the waste resulting from his almost ceaseless movements be repaired, but he must build up the new tissue required in the process of natural and ordinary growth. So essential is abundant sleep to the growing child, particularly in this nineteenth century when the wear and tear of living is so great, and the strain upon the nervous system so immense, that those who have the care of children should endeavor, by every legitimate means, to induce and maintain good habits of sleeping in their little charges, and should never for a moment overlook or regard as trivial any lessening in the

amount, or alterations in quality, of this important function.

The causes of sleeplessness may be conveniently considered under the following heads: I, Habit; II, Dentition; III, Inappropriate surroundings; IV, Improper feeding; V, Disease.

Habit.—As already mentioned, the writer does not believe that babies can go for long periods of time with but little sleep at night from this cause alone; but in all such cases some other factor will be found to be at the bottom of the infant's unrest. Notwithstanding this belief, he recognizes the fact that good sleeping habits in children are largely influenced by training, and that a child may get into the way of sleeping irregularly and at short intervals simply because he had never been taught to do otherwise. It is of the utmost importance that this training should begin at a very early period, particularly before the process of teething has begun, as the irritation of teething, or perhaps an illness, may transform a temporary disturbance into a confirmed habit. The infant's life should proceed with the regularity of a clock. Its sleeping hours should be fixed, and nothing should be permitted to interfere with them. Every extraneous condition not conducive to sound sleep should be removed. The sleeping-room should be of an even and proper temperature, well ventilated, the daylight excluded by blinds, and artificial lights avoided at night. It should be away from the ordinary noises of the household, and loud talking or whispering ought not be permitted in its neighborhood. The child should sleep by itself in its own cot

and in its own room, unless fed at the breast, and should be fed as little as possible during the night, and then at regular and unalterable hours.

Parents who will take the trouble and time to carry out these suggestions will almost invariably be rewarded with children who sleep well at night, unless prevented by some of the causes to be considered later on. If, on the other hand, the bed-hour is a variable one, if food is given whenever the child cries, if sleep is induced by rocking or walking, if noises of various kinds go on within ear-shot of the sleeping-room, the mother may expect much discomfort and loss of health, both in the infant and herself.

It must not be forgotten, in this connection, that some children are naturally poor sleepers, just as others are poor eaters, and the quality may be an inherited one, *i. e.*, the nervous organization that leads to it may be acquired from the parents. These remarks apply also to older children, who, however, seldom sleep poorly if their health is good.

The rôle played by *dentition* in preventing sleep is an uncertain one: some physicians attributing this condition, along with a host of diseases, to the evolution of the teeth, others denying such influence altogether. The writer occupies a middle ground, believing that, while in a perfectly healthy child teething has little or no effect on the sleep of the infant, there are children who, although seemingly in good health, yet because of a highly nervous organization, often hereditary, do become very irritable and sleepless during the appearance of the teeth. He believes, however, that these com-

prise but a small number, and that sleeplessness, as well as most of the disorders usually attributed to teething, have in reality little to do with that process, and can generally be ascribed to other causes. It will almost always be found, when a child is said to be restless and sleepless from teething, that it is temporarily or continuously over, under, or too frequently fed; or has earache; or has been carelessly exposed and caught cold; or has stomatitis (sore mouth); or is suffering from neuralgia or rheumatic pain; or has some constitutional or general disease, such as scurvy or rickets. All of these causes should be eliminated before it is decided that the child is sleepless from dentition alone, and when such is really found to be the case, we may endeavor, by putting the child in as good a physical condition as possible, by abundance of fresh air and exercise, by regulation of the food and bowels, by hot foot-baths and quiet before the bed-hour, and by cooling applications to the swollen gums, to calm and quiet the nervous irritability of the infant. If these measures fail to induce sleep in a restless child, a physician should be consulted, for the child then will doubtless be suffering from disease.

That the immediate surroundings may be a cause of sleeplessness is well known to every observer of children. There are many children, usually of a nervous temperament, who cannot sleep unless the utmost quiet reigns in the room and household, the slightest noise arousing them from their slumbers. There are others, not at all nervous, whose sleep is made

irregular and unrefreshing, because those who have the care of them believe that they can or should be trained to sleep amidst all sorts of noises, and whether the room is dark or light. Such people are apt to refer with pride to the way in which their children sleep in the midst of loud talking and singing, the sounds of a piano, or under the bright rays of a gas-jet. This is all a great mistake. An adult could not sleep soundly under such circumstances, neither can a child; but the effects are more serious in the latter, who, although he may sleep under such conditions, does not do so soundly and refreshingly, and may be rendered nervous and prone to nervous diseases thereby. The qualifications of the sleeping-room have already been mentioned when speaking of the influence of habit; it need only be added here that all excitement before the bed-hour, all romping plays and exciting stories or books, ought to be avoided, particularly in nervous children, and that the rooms should be kept pure by a good airing several times a day, and should not be too cold or too warm; neither should the bed-coverings be too light or heavy, nor the night-clothes too tight or in any way uncomfortable.

Improper feeding, either because the food itself is unsuitable, or because of weak digestion on the part of the child, is a potent cause of sleeplessness. Indeed, so often is this the source of restless and unrefreshing sleep in children, that it may safely be concluded that the food or digestion is at fault when no other reason for the disturbance can be discovered. The food may be simply unsuitable in quality, *i.e.*, not

adapted to the digestive powers of the infant, whether they be inherently weak, or made so by disease; or it may be excessive or deficient in amount. Of all these factors, overfeeding is by far the most common, especially in bottle-fed babies. We sometimes see babies who are irritable by day and restless by night, and who, on examination, are found to be taking large quantities of food: eight or ten bottles a day, often of pure milk, and, perhaps some table food, meat, beef juice, bread, potatoes and the like, and who have coated tongues, a heavy breath, and are more or less constipated, or pass large pasty stools. Such children almost immediately begin to sleep better as soon as the food is reduced in quantity and quality. A child may not receive sufficient nourishment, as, for instance, when the mother's milk is poor in quality or insufficient in quantity, or if fed from the bottle, the food may be deficient in nutritive properties from over dilution, or because it does not contain the elements necessary for the proper nourishment of the infant. This is sometimes the case when certain infants foods or condensed milk are employed; the latter, for instance, containing too much sugar and too little fat. In these cases the child may be actually starving, though apparently receiving an abundance of food. The quality of the food can affect the sleep in other ways: thus, there is little doubt that a diet too rich in sugar or starch may give rise to neuralgia or rheumatic pains in an infant (which prevent sleep) by inducing an over-acid condition of the blood, a state allied to gout in the

adult. This condition may also be present in older children. Another source of sleeplessness at this age is an indigestible or heavy meal just before retiring, or the opposite condition of going to bed hungry.

Lastly, *disease* has a decided influence in producing sleeplessness. In this division diseases of the digestive organs occupy the first place, particularly acute and chronic catarrh of the stomach and bowels. These disorders act in various ways: thus, sleep may be prevented by the pain that is so apt to accompany them, or by the deficient nourishment of the tissues resulting from the interference with the elaboration and assimilation of food, or from loss of appetite. Lithæmia, or the condition allied to gout, already referred to, is, in the writer's opinion, a most common cause of sleeplessness during childhood. Children suffering from this condition are dyspeptic and nervous; they sleep by fits and starts, and are apt to cry out at night, as if in pain; they have screaming fits for which no cause can be discovered, being generally regarded as attacks of colic, but which are caused by the passage of small stones or sand from the kidney to the bladder. The most characteristic sign, however, of this condition, one which will not be discovered until they begin to pass water into a chamber, is the appearance of a brick-dust or white chalk-like deposit in the urine, sometimes revealing itself at the moment of voiding, but more often after the fluid has cooled. This state demands treatment by a skilful physician, but much can be done by the mother. The child should drink water freely, preferably some

natural water, as Poland, or a lithia water. The bowels should be kept open by occasional doses of magnesia, abundant exercise in the open air encouraged, and the food diminished, especially the starchy and sweet foods.

Chronic diseases of the heart, by altering the circulation in the brain, also induce restless nights, as do all chronic and wasting diseases, principally by the anæmia or depraved condition of the blood which is apt to accompany them. Anæmia, when it occurs alone, *i. e.*, as a disease by itself; acute and chronic diseases of the

nervous system, and all acute illnesses, both during their course and sometimes before the child is ill (their approach being heralded by restless nights), are apt to be accompanied by disturbed sleep. In conclusion, sleeplessness should always be regarded as a sign of alteration in health, and, as already stated, should never be passed over as unworthy of notice. Indeed, it is usually one of the very first signs of disease, and we are often enabled to determine the precise period when a child's illness began by noting the time when it commenced to sleep poorly.



THE CARE OF THE BREASTS.

BY MARIA M. VINTON, A.M., M.D., NEW YORK.

RECENT questions from the mothers who read *BABYHOOD* have convinced me that many will be interested in some hints about the care of the breasts derived from my practical experience with nursing mothers. I shall begin by telling something of the development of the breasts.

In young children of both sexes the nipples and breasts are very much alike: flat, soft and functionless. It, however, happens sometimes that a yellowish fluid will exude from the nipples of even young children. This is not milk, and is not a thing to worry about. Keep the nipples clean and

instruct the child not to handle them, and the secretion will disappear as quietly as it came. When the girl begins her sexual development, at about the age of twelve years, the gland structure in the breasts begins to develop in sympathy with the size of the uterus and ovaries and the preparation for the appearance of menstruation. The breast fills out, the nipple forms and enlarges, and the bust takes on the feminine contour, this process going on gradually up to young adult life. It is, however, only at the time of the first pregnancy that the full development occurs. During the first three months the glands en-

large appreciably, the nipple grows and softens, and the color about it darkens, forming the areola, while little prominences appear around it. This increase in size goes on up to the birth of the child, and milk appears on the nipple as long as two months before child-birth. After this enlargement occurs much may be done to form the nipple so that the child can easily take hold of it and draw the milk. Flattening and sinking in of the nipple is not an uncommon trouble. If this is noticed during the last two months of pregnancy, by gently drawing the nipple out with the fingers several times daily, and moulding and shaping it may be formed into a very useful nipple.

One author advocates drawing out the nipple three times a week with a breast pump if the nipple sinks in. Further than to keep the breasts and nipples clean, I use no preparatory treatment. Some physicians advise the use of alcohol or a solution of alum to harden the nipple; while others use olive oil, vaseline or lanolin for a few weeks to soften the skin. After the birth of the child there is generally an interval of twenty-four or forty-eight hours in which there is little or no milk in the breasts, and then the milk seems to come in with a rush in a few hours. During the first two days the child is usually put to the breast at intervals, both because it hastens the appearance of the milk, and because suckling causes firm contraction of the uterus, so intimate is the nervous connection between these organs. Few mothers realize that, besides the harm that may come to the child from not giving it the breast milk, they

neglect the most important natural aid to the return of the uterus to its normal condition after pregnancy, if they feed the child artificially instead of nursing it. This is the time when the nipples begin to be tender, from the unaccustomed friction and suction and the retardation in the free flow of milk. A few days care now will obviate cracking and soreness later. The nipple should be carefully washed after each attempt at nursing with borax water, and should then be oiled with sweet oil, vaseline or lanolin and covered with a bit of absorbent cotton. Baby's mouth should also be cleansed with borax water before nursing, that he may deposit no germs on the nipple. If tenderness and liability to crack appears, painting twice a day after nursing with a solution of 20 grains of tannin to the ounce of glycerine will soon heal it. Any actual crack should be at once treated by the physician with nitrate of silver. Cocaine may be first used to dull the smarting caused by the silver. After using any of these solutions the nipple should be carefully washed before nursing, as they are all very bitter and the infant may become disgusted with the breast and refuse it.

When the milk first comes into the breast it is generally very plentiful, and as the child is weak and requires little milk he draws only from the gland tubes about the nipple, while the glands at the edge of the breast are not emptied at all, and they become distended, grow tender, harden, and we have the beginning of a sore, inflamed breast. I am convinced that this neglect of the outer part of the breast is the cause of the majority of

sore breasts. This may be very easily relieved by making gentle pressure at the edges of the breast with the palms of both hands, gently clasping the rounded breast with the fingers with something of the following motion that is used in milking a cow. After thus pressing the milk toward the nipple a breast pump may be used to remove the excess. This should be done after each nursing, allowing sufficient milk to be secreted before the next time. If any soreness occurs at the edges the application of cloths, wrung out of hot water and changed frequently, will relieve it. If the milk is very profuse a cheese cloth bandage about eight inches broad may be passed around the body and pinned with safety pins, so as to give support and make some pressure on the breasts, and this will give great comfort to the patient.

A mistake is often made by physicians, as well as by mothers, in drying up the milk on account of insufficient quantity or poor quality. Both these faults may be changed to increase in the richness and quantity of the mother's diet, by the addition to it of abundance of cow's milk and oatmeal gruel, and by taking some good plain malt, which acts as a milk producer. It is also important that she should be relieved from anxiety and from hard physical labor. Also, as suggested in this magazine, massage of the breast with olive oil increases the nutrition of the glands and the supply of milk. If the milk cannot be brought up to a normal standard, then give the child some artificial food in addition to the breast milk, but do not give up nursing, both

for the sake of the child and because lactation assists the return of the uterus to its normal size. Should the child vomit a little of the milk after nursing, this should be taken as a sign that his stomach has been overloaded, not that the milk does not agree with him.

Should you be so unfortunate as to be obliged to leave your baby for a few weeks during the lactation, do not dry up the milk, but try to keep it for the baby. This was done by a young mother who is my patient for her month-old baby, whom she was obliged to leave for six weeks. The child was fed by a careful woman, while the mother regularly pumped the milk from her breasts, and used gentle massage from the margin toward the center. Now the baby, who was failing on artificial food, is becoming strong and fat on his mother's milk. In another case of small abscess of the breast the milk was pumped out daily for six weeks, until the abscess healed, and the breast became again a useful source of nourishment.

Weaning should take place gradually at the tenth to the twelfth month. First limit the child to the breast at night, giving the bottle during the day, then gradually cease giving breast milk altogether. A firm bandage of cheese cloth or cotton flannel should be worn for support to the breast, and to remove the milk by pressure. If there is any difficulty in reducing the milk it should be pumped out and a simple belladonna ointment rubbed in to prevent soreness. After lactation such a bandage may be worn for support until the breasts contract, thus preventing the dragging and stretch-

ing of the skin that results in a permanent sinking down of the breast and the falling of the bust that disfigures many women, and gives rise to the use of the corset to support the bust. Nothing is uglier than a bust thus elevated by a corset, destroying

its natural graceful curves. If the breast be properly supported by a bandage for a few weeks after the end of lactation, the stretched skin and fascia will contract and afford the natural support to the bust.



TRAVELING OUTFITS AND PRECAUTIONS.

NOW to keep children strong and well under conflicting circumstances is one of the endless list of questions constantly met with, thought about and talked over by interested mothers. It is comparatively easy to find out just what is the right thing to do, but it very frequently is extremely difficult to do it. One mother without a servant, for instance, might like to sponge her child of three before putting it to bed at seven, but this happens to be the time she is obliged to devote to the preparation of her husband's dinner. What is she to do? Another mother knows her child would be the better for a morning sponge before breakfast, but it is impossible to give it to him as she must prepare this meal for the remaining members of her family, and so on *ad infinitum*.

These are but common illustrations of what is met with every day in every direction, and in these days of children's rights there is much to be said upon the mother's side. She owes it to her children, as well as to herself,

to keep perfectly well. They will need her influence more and more the older they grow; therefore, if circumstances prove too strong at times to allow for the ideal care of children without the sacrifice of the mother's health and well-being (mental wear and tear being considered as well as physical), by all means let the children take their share of the sacrifice that must be made, when they are in average health. Delicate children, and those who are ill, it is obvious, cannot be considered in this connection, as everything must be made subservient to their needs for the time, but when children are well let them help make the burden lighter; for burden it undoubtedly is for many mothers who are physically weak, and who may have no relief from one year's end to the other, with spasmodic help at best. A little wholesome neglect as to a child's dress and as strict adherence as is possible to method in sleeping and feeding will help to ease the mother's way, and will prove wonderfully important factors in making it a little less laborious when several

children are to be cared for by but one pair of hands.

At no time does there seem to be so much difficulty in adjusting circumstances as when traveling, and as this is the season for the return home of many little families who have been away summering, it may be of interest to consider the comfort of what I call my emergency traveling bag, so designed, with the contents well considered as to possible needs, that it takes up very little room, is not too heavy to handle constantly, and above all is the greatest possible convenience a mother can have under trying circumstances. In this bag I always carry a few simple home remedies such as white vaseline for chafing, etc.; lanolin for head and chest colds; gluten suppositories or a bottle of fluid magnesia to be used only when absolutely necessary; chalk mixture for diarrhoea; an atomizer and benzoinol for catarrhal colds; a hot water bottle, and, above all, a fever mixture that has been tried and found efficacious. Although these articles are easily procured at almost any place, I carry them with me, as they take up little room, and when I do need them I want them instantly. Sudden indispositions and the first symptoms of illness are what a mother must prepare for at all times, whether at home or traveling, that she may be able to act promptly whilst waiting for the arrival of the physician, who may be beyond immediate reach. For this reason I pay special attention, for a long journey, to supplementary foods, to be taken with a sufficient supply of sterilized milk, in this bag of comfort.

The independence given by a small

alcohol lamp and a pint aluminum cup for heating milk or water, will never again be underestimated by any mother who has tried carrying these things with her whenever she travels for any distance, or intends being from home for even a day or two. For a day's journey with, or a day's absence from, a bottle-fed baby it is convenient to prepare in the morning enough feedings of "humanized" milk, using peptogenic milk powder, to carry the child safely through the entire day. For a longer journey, when fresh milk can be procured every morning or at short intervals, this may be done whenever necessary or convenient, if the milk powder and lamp be carried along. When it is impossible to get fresh milk to use with the powder, take a sufficient number of bottles of sterilized top milk—done by the higher temperature of 190° F to 212° F, that it may remain sweet for the time required—allowing room in each bottle for the addition of the hot water needed, which should be heated over the alcohol lamp, boiling it to be sure it is pure, and added with milk sugar and a pinch of salt at the time of feeding. By using top milk, cream need not be added. When clear milk is given to older children it is only necessary to place the bottle of milk very carefully in the cup of heated water until the lower portion of the milk is quite hot, then by shaking the bottle the milk will be found to be of the required temperature. Another source of difficulty in traveling is to keep the nipples sweet. The seamless nipples recommended some years ago in *BABYHOOD* will remain sweet under all ordinary circumstances,

and they can be washed as clean as a glass or cup, the surface being very smooth.

In this manner, with very little trouble, a mother may travel very comfortably with a very young baby. The milk powder is also useful in cases of sudden attacks of indigestion or bowel complaint, when peptonized milk should be the only food. It is a safe and satisfying food for traveling convalescents or delicate children, as each meal is Pasteurized by the process. By having and using your own appliances, you are independent of indifferent hotel accommodations in the way of food, and above all, you are freed from the use of "refrigerator" milk. By this I mean milk that has been standing all day, possibly uncovered, in a refrigerator that is generally lacking in point of cleanliness, and which contains a variety of foods, each one contending with the other for prominence in the flavor that is being given to the milk. At one time, in the dining-room of a very well known New York hotel, I ordered some milk toast for my boy's supper. When it came it gave evidence of milk having been used that was on the point of what is usually called souring, the curd having separated in heating. The milk had, of course, reached a condition that was unsafe for a child's food long before it was used for the purpose I called for, yet I had taken the precaution to ask the waiter to see to it personally that sweet milk be used. I then ordered a glass of milk to be served scalding hot. This time the milk was sweet, yet I was assured that the milk was taken from the same supply for both purposes

When children are old enough to go to hotel or restaurant tables, it is always advisable to have all milk that is served to them brought on the table steaming hot. Let the little ones wait, even if hungry, until the milk has cooled sufficiently for drinking, and you will have the satisfaction of knowing that it is at least a comparatively pure food. Early in the day it is reasonably safe to depend upon the usual supply of milk, and care is taken to have it served hot, but later in the day the danger of contamination is always present, hence for traveling children who must be carefully fed it is always advisable to be prepared for emergencies by carrying a sufficient quantity of sterilized milk to obviate danger. At one time I took with me, when going to a hotel in a vicinity where I was uncertain of the milk supply, twenty-seven bottles of sterilized milk that was perfectly fresh when prepared. These bottles were packed in a tin bath tub and carried safely. I was thus able to take time to find sweet milk for our daily supply and also, incidentally, to feed a few hungry babies who would otherwise have gone supperless to bed, owing to the souring of the hotel supply upon which the mothers of these babies had depended.

Precautions like the above give very little trouble, and the comfort they bring in their train is ample compensation for the small amount of labor involved. Avoid the free use of fruits and vegetables, when traveling, for children who have reached the age to take them when at home. The safest menus and those least likely to cause

trouble may be selected from foods like eggs, hominy or cracked wheat for breakfast, crackers or bread broken into hot milk for supper, and for dinner a chop or bit of roast beef, a baked potato, if mealy, well boiled, rice or macaroni, and a perfectly ripe peach for dessert. These are usually safe foods and are easily procured, as a rule, but if by chance you cannot get even these, fall back on your emergency bag which should contain graham or educator crackers and sterilized milk, which will make an all sufficient breakfast or supper, or a bottle of some good beef juice preparation and a small bottle of Zinfandel or Muscatel grape juice, which, with bread and butter, will help the little ones along very satisfactorily for dinner until it is time for another trial of the fare offered as good by some affable landlord. Whilst not being a full menu, it is at any rate infinitely preferable to giving the child just what happens to be procurable, whether it be baked ham or fried egg-plant.

Incredible as it may seem, I have heard of children of three eating these things. I have also seen them drink beer, and have been looked upon in the light of a faddist for protesting where I was not properly introduced. Adults may and will take dietetic risks, but it is hardly safe to allow the little ones this liberty. The chances are that cause for bitter regret will follow such indulgence. The use of ice-water, and eating of candy and cake as harmless, between meals, are sources of much mischief. Why the ordinary traveler rushes immediately

for the ice-water cooler, as I have seen him do scores of times, is beyond my ken. The ice-water habit is one of our greatest evils in a dietetic way, and with so glaring an example upon the part of adults, why should we wonder that the children want to do likewise? They must be taught to abstain from its use altogether. Boiled water, cooled on the ice and left in a convenient place within reach of the little ones, will soon be taken in preference, at home, with but little care upon the part of the mother to establish this habit. For use on the train, a bottle of properly diluted grape juice will be very refreshing, and it will occasionally prove a valuable supplementary food to a restricted dinner menu, supplying the necessary salts so frequently omitted from the ordinary bill of fare.

A word of caution about the use of drinking-glasses provided on trains etc.: A small graduated glass should be taken along, as it takes up little room, and it is useful in many ways.

The above suggestions embody but a few of the many ways in which a mother may anticipate her needs when she expects to be beyond immediate reach of the various comforts and necessities that tend to make a complete nursery, and of which something more will be said in another paper. Every case needs individualization, but let it be remembered, chiefly, when traveling, that possible contingencies requiring immediate action are the things to be provided for, according to the conditions existing for the child or children under consideration. LOUISE E. HOGAN.

CHILD MARGRET'S MUSIC

- Child Margret sat in the twilight dim
 And watched the crescent moon
 As it sank below the horizon's rim,
 And she softly sang an evening
 hymn
 To a sweet, old-fashioned tune.
 A stranger, one who had wandered
 far,
 Said when the hymn was done:
 "My child, your song of the evening
 star
 And the boat that sailed across the
 bar
 Was sung to me by one
 "Who charmed the world with her
 witching power
 Of song for a summer's day;
 Then, with all her beauty's wondrous
 dower,
 Like the ships that go, or the sun-
 set hour,
 My song-bird passed away."
 "So you are sad?" and the child's
 brown eyes,
 Like pools in a summer glade,
 That show the tints of the sunny
 skies
 Or each flitting cloud that above
 them lies,
 Grew dim. Said the little maid:
 Child Margret stood looking calm and wise,
 And, sweet as a day in June,
 She said, with reproof in her gentle eyes:
 "I think if my lark in the meadow dies,
 My cat-bird can sing his tune."
- "Will you come some day where the
 trees are tall,
 And draped with moss and vines;
 Where the hazels grow like a low,
 green wall,
 And dusky shadows about them fall,
 And no gleam of sunlight shines?"
 "There the brown thrush lives. Have
 you heard him sing?
 He would make you glad I know;
 And the robin comes down there by
 the spring,
 And the cat-bird lirts from my
 grape-vine swing.
 Then, some day, we will go
 "Way yonder, across the meadow
 grass—
 I tracked the lark to his nest—
 There I hear his song, and I softly
 pass,
 So glad that he lives and sings"—
 "Alas!"
 The stranger said, "my quest
 "Has led me far over land and sea;
 I have heard sweet notes that fall
 Like the wind-swept bloom of your
 cherry tree
 Or like dripping spray; they but
 spoke to me
 Of the voice beyond recall."

MARGRET HOLMES BATES.



REFORM IN INFANT CLOTHING.



THE primary object of dress is protection. In the preceding generation, children wore low-necked, sleeveless dresses, and had the legs uncovered halfway between the knee and the ankle. The chest and extremities were thus insufficiently protected. This was a foolish and dangerous custom. A reaction has set in. Babies run chances of being smothered in the fleecy blankets and worn out with the weight of the heavy skirts imposed upon them. Too heavy clothing is uncomfortable and irritating, and many an hour of fretfulness might be prevented, and many an attack of supposed "colic" might be relieved by removing some of the heavy clothing, or taking the child in the out-door air.

For example: a child is taken out visiting and the mother is invited to remove the wraps. "No, thanks, I can only stay a minute." After a few minutes the baby commences to worry, and the wail increases in length and loudness. The infant is carried and bumped and jogged on some one's knee, the means taken to relieve his discomfort only increasing it. At last it is suggested that something may be hurting him, and his clothing is loosened to find out what it is. The crying immediately ceases. Thus an accident accomplishes what good sense should have done, and the visit is finished in peace and comfort.

The clothing should be warm, light, loose, and evenly distributed, so that the body and limbs may have perfect freedom and yet be well protected.

Textures that are loosely woven are warmer than closely woven ones, hence knit or crocheted garments are warmest, because air is entangled in the meshes of the cloth, and rapid change of temperature and consequent colds are prevented. If the clothing is loose it affords additional warmth, as a hot-air chamber is formed around the body wherein the animal heat is retained. Woolen material of any kind is a poor conductor of heat, and, consequently, is warmer for its weight than any other. Loose knit woolen garments are generally considered the ideal underwear for children of all ages, both in summer and winter, and particularly for children who play actively and become very heated.

I said that the clothing should be loose. In fashioning the baby, nature usually does her work thoroughly. He comes to us a perfect human creature. There is no need to supplement her work by putting on a tight band "to make him a good shape," or so that he will not "fall to pieces." A band must be worn while the navel is healing, of course, but after that is healed there is no necessity for a baby wearing a band, unless the physician orders it. The ordinary band is uncomfortable and never stays in place, and, besides, may be dangerous on account of its want of elasticity. If, for any reason, the doctor says the baby must have a support, a knit band, or a flannel one "cut bias" to insure elasticity, and without hems, wide enough to take in the whole trunk from the arm pits to the hips, may be worn.

Another important thing in the clothing of infants is that it should be made so that it can be easily put on and off. Dressing is a trying ordeal for a child at best, and we should aim to remove some of the discomfort and make it as easy as possible. The old method of putting on one garment after another, turning the baby over and over, until the poor child was tired and cross and the operator excited and nervous, has given place to better ones. There are probably many good plans in the market for reform in infant dress, but the system embodied in the Gertrude Baby Patterns, and first introduced through *Babyhood*, is excellent. It was recommended to the writer and found almost perfect, so I describe it once more for the benefit of other young mothers, knowing that that part of the care which relates to clothing will be simplified beyond measure if this system of dress is adopted.

This method combines all the good points which have been mentioned as essential to hygienic dress, and is also pleasing to the æsthetic sense. It consists of the following: a diaper in two pieces, the inside one about nine inches square, which will retain the excreta, and the outside piece large enough to envelop the hips. Then an underskirt, made of flannel, with long sleeves and high neck; over this a petticoat, made exactly like the underskirt, except that it has no sleeves (these two garments are cut "princess"), and lastly, the outside muslin dress to suit the taste—Mother Hubbard, princess, or any other pattern. Each garment is a little larger than the one preceding, and before dressing

the baby they are put into each other, sleeve within sleeve, and all together, like one dress, they are put on. In this way the baby is placed on the knee of the nurse and the diaper fastened, the three dresses are put on at once, the long woollen stockings are pulled up and pinned to the diaper, and the baby is dressed. The whole operation takes but a few minutes, and there is not time for the baby to get tired. He emerges smiling from the ordeal which, pursued on former methods, would leave him weary and unhappy.

"But," you say, "won't he need a pinning blanket? won't his feet get cold?" No. The dresses come at least nine inches below the feet, and as he is yet too little to move around much, the clothing does not become disarranged, and his feet and legs are warm enough. Besides, there is this serious objection to a pinning blanket: it is usually attached to a waist made of cotton—a non-elastic material—and is pinned about the chest and abdomen where it interferes with respiration. Later, when he is put in short dresses, and commences to creep or roll around, he will need something close around his body, and then a knit shirt may be worn. You may put little flannel bloomers on him then, also, if you do not wish any cold air to get up under his skirts.

The clothing worn during the day should be entirely removed at night and allowed to "air" for next day, and a fresh night dress of flannel, which may be made exactly like the underskirt of the day dress, put on.

Now as to how this baby outfit is made. The underskirt is 27 inches in

length, with long sleeves and high neck, made of soft, white baby flannel or cotton flannel, and has all the seams sewed on the outside, so as to leave the inside, next to the baby's skin, perfectly smooth. This garment is exactly the same as the nightdress. Over this is put the petticoat, 29 inches long, and in every direction proportionally larger than the underskirt. This is made without sleeves and with no binding at the armhole, to guard against restriction there; the cloth around the armhole may be turned back and stitched down to the body of the dress. Then comes the white outside dress, muslin or nainsook, "princess," like the two inside garments, or any other style preferred. The underskirt and petticoat are cut princess, because in this pattern perfect freedom is insured for the body and limbs of the infant. It is best to tie these at the back, as buttons or hooks may irritate the skin. A lap of flannel should be left at the opening. Linen or cotton or silk warp flannel is non-shrinking and will be found most satisfactory for baby clothes. A baby's skin is very sensitive and cannot be cared for too tenderly. No rough lace or embroidery should be permitted around the neck, no buttons should

be placed where they may rub, and the dress should not be starched from the waist up. Eczema may be the result of a pretty but pointed or starched frill around the neck or wrists, and the baby may have to suffer a long time in consequence. The diapers, too, should be soft. They should be washed before using them. Never, under any circumstance, use a new unwashed diaper for a baby.

Now a word as to color. It would be well if the baby might be entirely dressed in white through the first two years, but in the home where the busy wife and mother is also cook, laundress and seamstress this is impossible. However, the inside garments can be white. This need not occasion any extra labor, as they are not liable to be soiled, being protected by the dress. The principal objection to colored cloth is that the dye used in its manufacture may irritate the skin and cause a soreness which will be difficult to cure. Another thing: colored clothing, inside or outside, will not remain clean any longer than white, the soiling is merely not so apparent. Moreover, nowadays when white flannel can be bought so cheaply, there is really no reason for substituting colored.

TERESA MARY SWEETSER.



LET US LIVE WITH OUR CHILDREN.

BY ELLA REEVE WARE.



HOW can I awaken the soul of my daughter?" said an anxious mother recently, "her whole life seems absorbed in trivial matters, dress, social excitement and young men. I sincerely wish that she might be interested in higher things."

I tried to suggest methods of interesting the girl in the best literature, in science, art and noble men and women, but all the time the words "Too late! too late!" kept ringing on my heart, and I felt that I had a mission to young mothers, to urge them earnestly to begin the character building of their boys and girls while they are still little children; as so much depends on the foundation, whether the life will be full and rich or narrow and trivial.

One of my friends, a young woman, mother of four children, lives constantly with her children, taking many long walks with them in the country, teaching them to observe all nature with an eager love and watchfulness. The children are constantly running to her with "specimens," and the smallest object is carefully explained. Nearly every morning, as soon as spring comes, a little procession can be seen passing out from her home, a little express wagon to carry the lunch, work-basket and writing materials; for this little woman does all her mending and writing out-of-doors in summer, finding a secluded place to sit while the children enjoy the freedom of running and playing in the fields around her.

At night, when they return, the wagon is full, running over, the tired baby-boy of three years rides in state with his arms and lap filled with flowers, twigs, mosses and a collection of pebbles; the other happy children follow, relating the many experiences of the day, and looking forward to the coming summer days with joy, for each new day brings new discoveries in their nature world.

Is not this mother building with good material? Her children, even now, are eagerly looking up facts about birds, insects and flowers in the attractive "Nature Readers" prepared for children. A love for scientific investigation is fostered in this way, and lessons of mercy, and respect for the smallest insect or bird, are learned.

The plans this wise mother is making for the future are all in the right direction; she means to go with her children to hear the best music and to look at good pictures.

Reading with them books of travel and history and biographies of noble lives, in this way a desire for hearing lectures on the subjects of their reading will be inspired and their whole lives will be so full of interest, so full of high purpose, that there will be no room for mean thoughts, no time for idleness and mischief. With this continual watchfulness and earnest desire of this mother for the highest good of her children, and the physical health born of the life out-of-doors and simplicity and freedom of dress, surely true, fully rounded-out lives must be the result.

The mother herself gains much by living in this way with her children. Instead of spending the hours of a bright spring day sitting in the house sewing on intricate and fancy garments for the little ones, how much better for the health and mental growth to be content that the children should wear plain, simple clothes, and the time thus gained be spent out-of-doors. All the family mending can be done sitting out under the trees, and in this way romance and beauty are woven through the threads of even

the drudgery of darning stockings. If we try this plan we will surely keep young hearts and younger bodies.

As we look around upon the many worse than wasted lives, we cannot help feeling the truth of the much quoted saying of one of the lovers of children, "What our country most needs to-day, is a powerful revival of motherhood," and when this revival comes the foundation of character-building will be laid with the little ones, and mothers will live *with* their children.

NURSERY PROBLEMS.

Irregular Feeding on the part of a Regular Reader.

To the Editor of BABYHOOD :

Will you kindly recommend some good diet for a twelve-months-old baby boy? He is strong and healthy and very fond of meat, potatoes and soup, all of which I am afraid to give him. I still nurse him, but this does not seem to satisfy him in the least. I have tried to give him crackers and milk farina and other gruel, but they all seem to gag him, and he does not seem to be able to swallow them often vomiting in the attempt. He has eight teeth and is most of the time fairly regular. As he is beginning to walk and is on his feet a good deal I am afraid he needs something more strengthening, and I am at a loss what to give him. Would you advise me to stop nursing him? A REGULAR READER.

Brooklyn, N. Y.

It is a little discouraging when "A Regular Reader" seems to be so little familiar with the general principles of infant feeding which BABYHOOD has steadily tried to advocate. Here is an infant of twelve months still nursed, and with but eight teeth, which are in all probability incisors (front teeth). And yet he is "very fond of meat and potatoes," which he should

never have known the taste of. And without a chewing tooth in his head he has been given various kinds of crackers, even against his best protests, gagging and vomiting. The diet for a child of twelve months with eight teeth is simple enough to give. First, he would better be weaned, as it is very rarely the case that a breast twelve months old is of any value. Secondly, the most strengthening diet for him is that which has nutrition enough and which he can digest. This will be made from good cow's milk and a strained gruel, either barley water or oatmeal gruel. It must be thin enough to be taken from a bottle if the child has not learned to drink well. Inasmuch as the milk from a breast which has been nursed from for twelve months is usually rather thin and scanty, it will be safer to begin with a food which is not too rich. Therefore, give him eight ounces at a feeding of equal parts of good cow's milk and barley water, with a pinch of salt and a mustard spoonful of white

sugar, and let him take the whole lot of it if he desires. If he takes the whole eight ounces give him five bottles in twenty-four hours. If he takes materially less, say not much more than six ounces, let him have six bottles at first. If this food is well digested the proportion of milk should be increased little by little, until by the coming of cool autumn weather he can properly take pure milk. When he gets chewing teeth give him stale bread, cut thin and buttered, with his milk. In the autumn, if his teeth are suitable, he can have quite an enlargement of his dietary.

The Feeding of a Year Old.

To the Editor of BABYHOOD:

(1.) How must I begin to feed a year-old baby who has never had anything but Pasteurized cow's milk?

(2.) Her greatest trouble is constipation. Is there any objection to giving her boiled figs?

My baby is a strong, healthy child and apparently well nourished, as she is plump and her flesh is solid, the calves of her legs quite hard. She had eight teeth at nine months, which she cut without any trouble whatever. She weighs 25 pounds and is 30 inches tall. She is very active and is learning to walk. She takes now one quart of milk during the day, between six and six, a half pint at a time. She sleeps all night from six to six, and takes one nap during the day, generally about two hours, from ten till twelve.

N. L. T.

Tacoma, Wash.

(1.) Add to the milk gradually other things, and note their effect and their digestibility. If she has chewing teeth (molars) she can take some things which she otherwise could not. Among the things usually allowable are: bread, stale and cut thin and lightly buttered, mutton broth or

chicken broth or juice squeezed from underdone beef. Into these broths or the juice bread may be crumbled. Of course, when she takes broth or beef juice it is to take the place of milk at that meal. Pretty soon—if these things are well borne—an egg, soft boiled, may be given occasionally, twice a week, perhaps, and then thin porridge of oatmeal or wheat, and the "junket," so often mentioned in our columns, made with rennet from milk.

(2.) The figs would probably be harmless. A good deal less trouble will be experienced, moreover, after solid food can be taken by the child.

The Causes and Treatment of Colic.

To the Editor of BABYHOOD:

(1.) What is the cause of colic?

(2.) Can anything be done to prevent it?

(3.) How can a child be relieved when suffering from an attack of colic?

S. H. B.

Carlisle, Pa.

(1.) Colic generally means a painful affection of the intestines, but the name, with certain qualifying adjectives, is applied to other painful troubles. There is, besides the pain, sometimes more or less spasm of the bowels. The causes, as far as applied to infants or young children, are usually connected with the digestive process, such as indigestion from improper or excessive food or drinks, constipation, fermentation of food producing gas, etc. Besides we may mention chilling, cold feet, etc.

(2.) Watching for the dietetic error which causes the pain, and avoiding the repetition of the cause is usually effective. If the child has a feeble digestion it will be necessary to im-

prove, if possible, the digestive power and to suit the food to the enfeebled power while it exists, and in like manner to remove as far as possible any recognized tendency or removable exciting cause. It is true that some children during the first months of life show a tendency to colic for which an adequate cause cannot be easily discovered. But these cases are relatively rare.

(3.) The usual simple and effectual remedies are the following: Heat to the feet and bowels; the heat should be as great as can comfortably be borne, but short, of course, of a degree that would damage the skin. If there be gas in the stomach or bowels, a change of position, such as putting the child stomach downward on the hot application, together with rubbing of the abdomen front and back, often seems to favor the escape of the gas with relief of the pain. Internally, hot water, either alone or with carminatives, such as a few drops of peppermint or anise cordial, or gin, or brandy, or, best of all, although disagreeable in smell, tincture of asafetida. This latter may be given by the mouth or injected into the bowels. If the pain is severe small doses of paregoric—proportioned to the age of the child—may be given.

Dietary for a Fifteen-Months-Old; Graham Wafers.

To the Editor of BABYHOOD:

My little girl, now fifteen months old, has never had anything to eat save her natural food and cow's milk with oatmeal or barley water. She now has eleven teeth—seven incisors and four molars, with indications of the coming of the stomach and the eye teeth.

Will you kindly suggest the best things for me to use in commencing to enlarge her dietary? If you advise meat juice or broths, please tell me what quantity she should take at one meal. She now has four meals a day, at about 6, 10, 2, 6, each consisting of nine ounces of milk and one of barley or oatmeal water. Her digestion is good, but she is inclined to obstinate constipation, which is overcome, however, by daily rubbing of her abdomen. Do you advise the use of Graham wafers for a child of her age?

A. G. H.

Evanston, Ill.

The child's meal hours, which are good, being continued, the meals may be amplified by giving at first at dinner (the two o'clock meal) only, a change of food. This may be beef juice, two or three tablespoonfuls, or broth, beef, mutton or chicken, made with rice or barley, but no vegetables, and well skimmed (a teacupful) with one, or, if she be a good eater, two very thin slices of stale white or Graham bread lightly spread with sweet butter. Or, if the child prefers it, at first the bread may be broken into the broth or dipped in the beef juice. Vary the meat juice or broth from day to day. After a short time there may be added to this a slip custard, made with rennet. This being well borne, a tablespoonful of a thoroughly cooked cereal porridge, wheat or oats, slightly salted, may be given with milk or cream at breakfast. Avoid sweetening cereals.

A Graham wafer may be given occasionally if not too sweet. Dry the wafers in the oven before giving, so that they may crumble in fine particles and make a lighter mass when mixed with saliva, as children as young as she do not chew well.

Care of the Scalp; The Band; The Day Nap;
The Digestibility of Eggs and Cod Liver Oil.
To the Editor of BABYHOOD:

(1) Will you kindly tell me, in your "Nursery Problems" column, at what age should one stop washing a child's head when giving the morning bath? My little daughter is now two years old, and her hair is getting so long that it is hard to get it dry quickly, and I do not know if it would spoil the hair to wash so frequently. Some authorities, you know, hold that grown people's hair becomes brittle if wet too much.

(2) At what age should the band be omitted?

(3) At what age do children begin omitting the day nap? You speak in a recent number of BABYHOOD about children being put to bed at half-past six o'clock, or even earlier. My child now takes her nap from half-past one or two until nearly four, so we do not try to put her to bed for the night until about half-past seven. She used to nap earlier and retire earlier, but now sleeps in the morning until eight.

(4) Do you consider eggs harmful or beneficial for a child of that age? I have been giving her a soft-boiled one, with bread and a glass of warm, fresh milk for her breakfast, with the juice of half an orange; but some people say an egg is hard to digest. I never give her any but a very fresh one, and she likes it. A small piece of raw, ripe apple occasionally also does not seem to hurt her.

(5) Is Emulsion of Cod Liver Oil too strong for a small child? One of our doctors recommends it, another forbids it. She likes it, and I should think it would be a good tonic.

M. L.

(1.) There is no particular age at which the change should be made. The daily washing is useful so long as the

excessive secretion of the scalp, which is common in infancy, continues. It is probable that a child as old as yours no longer needs this frequent attention, and, very likely, once a week would do. You certainly might try giving the hair only a semi-weekly bath.

(2.) The band, as a support—meaning a tight band—is never of any use. While the navel is healing it may be snug enough to keep the dressing in place. After that it should be used only as a protection to the bowels, just as it is used in adult life. A tight band is always wrong (except when ordered by a physician for a specific surgical purpose), and favors the production of the very ailments it is supposed to prevent.

(3.) There is no rule. The nap would better be persisted in as long as possible. Children of three often become irregular about it, but they should be made to rest in their cribs even if they do not sleep.

(4.) Digestive power varies. Most children of two cannot digest an egg every day, especially with the added food you give with the breakfast.

(5.) No. Cod liver oil is given at all ages. In a given case, however, there may be a special reason for forbidding it.



THE SPIRIT OF THE AGE IN EDUCATION.

BY SUSAN H. HINKLEY.



CHILDREN, just as they enjoy obedience, enjoy a little wholesome neglect; in fact, some children require it for their souls' well being. We, some of us, have had the experience, on leaving home for a visit, of finding that the little world we thought depended entirely on us for its motive power had moved perfectly well without us. It would be a matter of "enlightened selfishness" to make such visits a duty as well as pleasure. In earlier times families, as a rule, were larger, mothers were not as advanced in their views, and there was, necessarily, much real neglect, for which we undoubtedly suffer now. Yet would it not be well for us to pause in this our present stage of progress and consider whether we are not a little carried away with the "Spirit of the Age," and whether in our zeal for the health of our children we are not at times neglecting our own?

Furthermore, in addition to this injustice we do ourselves, we also are impairing the full intellectual development of our children. In our pleasure at their mental development are we not bringing our children forward too rapidly, not in actual attainment, but rather in their own sense of attainment? We all remember the three Johns in "The Autocrat of the Breakfast Table," the *real* John, known only to his maker; John's ideal John, never the real one, and often very unlike him; Thomas's ideal John, never the real John, nor *John's* John, but often very unlike either. The mis-

fortune of the present day is the prevalence of John's John in the household. At the table we hear his views on all subjects. In the parlor, again, he holds court. Lastly, in the nursery, his rightful domain, too often may be found the absolute monarchy where the mother herself is at once the most subservient subject and devoted slave. Let there be freedom of speech at the right time and in the right place, entertainment as a reward to the child and not as a duty of the mother. In brief, do not let the child learn to expect as a right what should be granted as a privilege. We do this often enough in the treatment of our servants. Our children deserve wiser care. It is not John's John, nor yet Thomas's John, but the real John who should be recognized in the household. If we see our children as they really are, half the battle is won, for it is through us that they see themselves. Introspection is a mixed blessing of later growth. Through long years the mother has endeavored to know herself; now she must know her children. Neither process is simple; but what in the education of our children is simple? It is not wholesale demolition of present methods which I preach, but the simple doctrine that there can be too much of a good thing.

This exaggeration of what *per se* is good comes, of course, from a mistaken idea of devotion and is most insidious when most conscientious. There is, however, another error for which we are far more culpable, since we fall into

it through no mistaken sense of duty. It is what is vulgarly known as "showing off" our children. I witnessed the other day what to me was a most depressing sight. I saw a little girl of eight years take part in an elaborate and lengthy play before an audience of hundreds of people. She recited her lines, which were not few, and were from Shakspeare, with the greatest accuracy and expression. Her costume was exquisite and her manners charming, equalling in their ease and grace the most accomplished actress on the stage. I was told that she was the most unconscious of children and that this was the secret of her marvellous aplomb. I had seen her a year before and had heard her, after some little urging, sing a number of songs. She was a beautiful child, and as little spoiled as any child could be whose talents were constantly being applauded. But had I stolen into her nursery unawares and found her playing with her dolls and listened to her childish prattle, I should have enjoyed her in her own little sphere far more than I did in the parlor, where she was the centre of unwise admiration. I have chosen a somewhat exaggerated case, as it more forcibly illustrates my point. At the same time I realize that it is beneficial, and the only right course, to require our children to do each his own little part in the entertainment of family and friends. Moreover, there are some children whose tendency to shrink into the background amounts to a disease, and no mother of any perception would do otherwise than endeavor to develop courage in such natures. Yet, I believe, even here, it is wise to make it perfectly clear to

the child that he is called upon to give pleasure to others rather than to show what he himself can accomplish.

It is a great temptation to bring forward bright children, and to display the talents of brilliant ones, and we may say, as did this child's mother, "She is perfectly unconscious." Yet this is only an extenuation of our course. "By bringing our children on," to quote Dr. Blimbee, "we are defrauding them of their birthright, namely their childhood. Moreover, we cannot say with certainty that a child is unconscious. How many influences of which we are unconscious combine to bring forth the blossoms of maturity! God gives our children talents to be guarded wisely, nurtured carefully, and finally, in maturity, to be enjoyed in full, and not recalled merely as the unfulfilled promise of childhood."

The last point I shall emphasize is ethical, namely the *spiritual* reaction in education. Much can be said in explanation of this reaction, and more in its favor. We recall the familiar example, the observance of Sunday in the past. No bright stories, no happy conversation, no laughter, nothing in fact, made the day bright; everything made it dismal. This atmosphere pervaded religion, and though it was most dense on Sunday, it did not clear during the week. Instead of joy, it was fear the old religious teachings generated. Criticise, however, as we may the old teachings, we cannot but admire the many sturdy characters that were nurtured in this later Puritanic age. The vital spark of the highest spiritual life was there. It is for us to keep it alive.

In this age of liberal thought, when all views that are sincere are held in respect, the word creed need not be used in this connection. In our creeds we may differ, in our desire for the spiritual life we must not. To retain what was best in the past, I believe the desideratum at the present time is, in the broadest sense of the word, *reverence*. It is easy even for an indiscriminating mind to lay bare the foibles of others, for who of us is without them? Nor should we always criticise so freely did we remember that we often see most clearly that for which we have an affinity ourselves. The truly fine nature appreciates at once what is noblest, and ignores faults common to mankind. Until we try to keep this spirit of reverence paramount in our own natures, we shall find it impossible, by precept merely, to imbue our children with that spiritual insight which as instantly recognizes good as evil. The wholesale denunciation, the sarcastic comment, which is the easiest form of wit, we fall into easily and with little malice. But how is a child to make distinctions? Sarcasm, except in its crudest form, is unknown to children, and they hear and actually believe we mean what we say. When they mature and become our companions, not our pupils, we can speak more freely and be understood. This companionship must be through their early childhood a delightful anticipation, with the realization of which our early training has much to do. The child who is made the confidante of her mother in the varying moods to which we all are a prey may love the mother devotedly,

but I believe that reverence which later should be the glory of motherhood is impaired. We can be sincere with our children, sincere in the highest sense, and yet withhold many a hasty judgment of persons about us, which, truth to tell, we may take back on the morrow. The little men and women fostered in this unnatural companionship are weird little people at best. What passes as mere *piquant* wit in the mother becomes an obnoxious trait in the child. I use the word trait advisedly, for this habit of hypercriticism, if allowed to develop in childhood, becomes in time a trait, and one that thrusts itself forward at all times with no respect for persons.

The true sense of humor is of slow growth, and in children exists only in a rudimentary form. What to us seems subtle wit, to them may appear absolute falsehood. Take the kindly view, emphasize the extenuation of the little fault in another, rather than the fault itself, remembering, to quote from "Amos Barton," "It is so much easier to make up your mind that your neighbor is good for nothing than to enter into all the circumstances that would oblige you to modify your opinion." We should make our children companions to what is best in us, and having an ideal for ourselves guard it for our children; for just as a mother should guard her physical health for the sake of her children, so she should guard her moral health.

I have met women whose reputation for a sharp tongue was their chief claim to fame, and I have found, on really knowing them, that there existed within the kindest heart that ever

blessed human being. In such cases I have fallen to wondering whether their early training were not at fault, and whether the youthful atmosphere of such women were not one of careless comment and unjust criticism, till finally the tongue refused to speak the kindly word the heart, by nature, would dictate.

As an instance of wholesome reverence, untampered with at home, I recall my feeling for a teacher under whose influence I was for a time in my girlhood. He seemed to me the embodiment of all that was noble in character and marvellous in learning. I worked hard, lest I should ever fall short of his expectations. If I won an unexpected word of praise, I was happy for hours after. When ultimately he went into the ministry, this seemed to my childish mind the only fitting sphere to such a personality. Yet, as I look back, I realize that he was very human, and that what seemed then heroic strength of will would now, under the analysis of my keener perceptions, bear the taint of stubbornness. If, in my home, I had heard his faults

discussed and emphasized, I should have seen my idol fall, and the reverence I had honestly felt for what was really fine would have been supplanted by unreasoning contempt, or, at the least, by the thoughtless indifference of a girl of fourteen.

It is hardly necessary to say that morbid adoration can readily be distinguished from normal reverence. The mother who does not recognize at once the former unnatural emotional condition is blind precisely where she should be most alert.

At the present time there is a tendency among certain young people to regard great earnestness of character as "bad form." When the virtues which Christianity teaches become "bad form," we must look to our principles. Unless we mothers maintain an ideal, which shall mean reverence for all that is best about us, how can we expect from our children reverence for ourselves? And more than that, how can we teach reverence for what is divine if we live in an atmosphere of irreverence for what is human?

SNATCHES FROM THE "CURRENT EVENTS CLUB."

Taken especially for BABYHOOD

BY THE MINISTER'S WIFE.

Chapter VII.—"Paralysis and Order."

It was a stormy day. Only a few ladies came to the weekly club meeting, and we soon finished discussing our items. Dreading to face the storm, we lingered and chatted around Mrs. Parker's warm fire.

"A strange sort of paralysis struck

our house not long ago," said Mrs. Parker smiling.

"Paralysis! whom?" exclaimed Mrs. Grey, who always scents disaster.

"O, I mean quite another sort," laughed Mrs. Parker, settling back in her chair to explain. "You remember, perhaps, that all my children had

measles in the fall and ended later with the mumps. Of course Mr. Parker and I indulged them and waited on them considerably.

"After they started to school, I noticed some laziness about doing things for themselves. At first I thought they were languid because not yet strong, but when boys and girls eat heartily and play merrily languor does not account for it.

"One night Tom came in, hung up his hat on the floor, laid his books on one chair, his slate on another, kicked off his overshoes and gave them a shove towards the stove, and threw himself wearily into a chair with the last *St. Nicholas*. You see, he had been snow-balling with the boys, and 'was tired.'

"I didn't say a word nor did I offer to straighten things, but kept on with my mending.

"Josie and May were standing at the gate, talking to a group of their friends. Then they had to take a turn at sliding, and, I presume, were tired too. So Josie came in, tossed her hood on the table, her cloak across a chair, dropped her mittens on the floor, gave a friendly poke at Tom and threw herself on the part of the lounge not occupied by her books. It is hardly necessary to tell what the other two children did when they came in, but the room looked as badly upset as it used to sometimes when they were babies—papers and books tossed around, caps and hoods anywhere but on the hat-tree, a dingy apron on a chair-back, Percy's skates in the middle of the floor.

"That evening, when all, busy with lessons, were sitting around the table,

I said, 'Children, you seem to have taken a disease that I am afraid will be worse to cure than measles or mumps. They looked up alarmed for a moment. Then May laughed and said. 'It's some joke of mamma's.' I went on with mock solemnity, 'I don't know what to call it unless 'home paralysis' will do. Now I see you bright and brisk, never too tired to walk a little piece with the girls or to skate with the boys, but the minute you enter these doors, that indefinable paralysis seizes you, and you are not only unable to do favors for others, but can't even take care of your own belongings.' The children laughed and exchanged glances. 'Now what am I to do about it?' said I. 'If I wanted to ever so much, I cannot always pick up things after you all, and, indeed, you had much better learn to be orderly yourselves'

"The children agreed to the truth of this, and we adopted a plan for reformation. Each was to take care of his own possessions, trying to keep them in order. Tom and Percy were to split kindling wood and to carry a certain amount of fuel. Josie was to take entire care of her room. May was to help with the boys' room, and to do certain other light tasks. All were to be cheerful about going on necessary errands and were to take turns, week about, in that. They were also to be on time for meals, unless with proper excuse.

"Such was our plan; it was immediately put into execution—and, strange to say, it has worked well."

Chap. VIII.—The Dispensations of Providence.

"Poor Mrs. Wright is nearly crushed," I overheard Mrs. Stout saying. "She

says, she cannot feel reconciled, does not see why Providence should have taken the flower of her little family."

"H-m," said Mrs. Appleby, "That's the way! Providence always gets the blame. If Mrs. Wright would consider a little, perhaps she might see that nothing short of a miracle could have saved the child."

Seeing my inquiring look, Mrs. Appleby turned to me. "We are speaking of Mrs. Wright's little Ellen. Last Monday Ellen died of pneumonia, and Mrs. Wright has been prostrated ever since!"

"Poor woman!"

"Yes, I am very sorry for her, poor mother, but it makes me so impatient when I hear people talk about 'bowing to the will of Providence' in a case like this. In my opinion it was not the will of Providence at all, or wouldn't have been if Mrs. Wright had had any sense. That child was barely six years old—you know that skating rink?"

"Yes."

"Well, Ellen was a beautiful little skater and they took her there day after day, and even night after night, when she ought to have been in bed. They were proud of her, for she was a perfect fairy and took everybody by storm. Then, overheated, she would come out of that room into the cold night air. She got pneumonia and died in a few days. The physician said that she had no strength to combat the disease. Poor Mrs. Wright said that she could not see why Ellen should have taken cold at the rink.

"That reminds me of a somewhat similar instance," said Mrs. Parker. "A poor woman whom I know one morning left a lighted lamp on the

floor of the room where her seven-months-old baby and a child of almost six years lay asleep. The rest of the family went downstairs to breakfast. The little boy awoke. Wishing to kiss the baby, he picked up the lamp and set it in the baby's bed. After kissing her, he went downstairs leaving the lamp there."

"Oh!" said one lady after another in horror.

"The natural consequences followed. The baby awoke, overturning the lamp with its foot. The oil ran out, took fire, the bed-clothes caught, the child screamed at the top of its voice and the mother ran upstairs to find the room full of smoke and her helpless baby kicking its poor little feet through the flames. Fortunately, the thick clothing saved its body, but legs and feet were horribly burned and the baby suffered for weeks before the burns healed. The good woman piously said to me that she supposed Providence intended some good out of 'all these things put upon her,' and then went on in all earnestness to say that she 'didn't think Johnnie *meant* to hurt the baby.' She never seemed to think herself to blame for leaving the lamp. As Mrs. Appleby says, Providence get the blame for human carelessness."

"Yes," said Mrs. Deane, "There's my friend Daisy. Her baby, she boasted, could eat a whole slice of bread and butter at six months, and other things accordingly, I suppose. The child has grown up to be a delicate little girl with poor teeth, bad digestion and attacks of nervousness. Half the time she is laid up—and Daisy murmurs at the ways of Providence!"



THE MOTHER'S PARLIAMENT.

Our Babies. —“Out of the abundance of the heart the mouth speaketh.” What wonder then that mothers love to talk of their babies? And what more natural than that they should talk of them to each other in their official organ—BABYHOOD?

Fortunate it is that these hearts of ours are elastic. Joys, one after another, enter our lives and fill them, it seems to us, full to overflowing, and we think we can never know greater happiness than the present affords; but better gifts come, and life grows deeper and richer, and our hearts sing a gladder song than they have ever sung before, and each new experience, if we are living aright, leads us on to higher knowledge, truer womanhood, nobler life. I know not what may follow it; what some of you in your wider experience may have found above it; but if there is any joy greater than that of having your very own baby come into your house and begin to live his life, dependent upon your love and care, I shall have to grow larger before I can hold it.

The air is full of theories about the training of children. We feel, sometimes, as did Grandmother Badger, in “Old Town Folks,” that “one live child knocks them all to pieces.” Yet not *all* to pieces, for the scientific study of child life and the resultant changes in the system of their education furnish ample proof that Fröbel

and other wise and practical theorists labored not in vain. But as we try to apply their and others' ideas in training our own little ones, let us adapt the theory to the child, not warp the development of the child by forcing it to conform to principles evolved from a study of a nature perchance the opposite of itself. Let us remember that the wise mother, one whose instinct has become insight, can trust much to her own intelligence and wisdom inspired by love to mold the character of the life placed in her keeping by method rather than by methods.

Happy the mother whose little one is born with a sound, strong body! She has given him a legacy beyond expression. And the baby's mind! What shall we do with that? Books upon books are written for the enlightenment of mothers upon that subject. Psychologists are busy the world over explaining the development of the baby's mind, but while scientists are teaching, and mothers are learning, Baby himself goes his way serenely and develops his mind, slowly but surely, in the old-fashioned way.

Let Baby's mind alone at first, and allow it to unfold gradually and naturally, but when it begins to manifest itself there is much for us to do. Would that we always encouraged the efforts of the budding minds and were wise enough to busy

the little people with thought and occupation so successfully that "do" might crowd "don't" out of our vocabularies, and we might secure that far broader development which comes from positive, rather than from negative, training. Let us simplify our richest thoughts so that the little minds can grasp a suggestion of them, and, above all, let us teach them to see the world about them and think for themselves; to use their senses intelligently even in babyhood; to control the will and give delightful freedom to the affections. How easily the little ones learn this lesson of affection! What more winsome than a baby's happy smile and soft caress? Happy the loving mother who lives in such sunshine! Easy her task to turn her child's affection into loving service and unselfish devotion. In these and other ways can a true mother sow the seeds of purity and moral health, for a sound body under the control of a sound mind is in little moral danger. If, by our example, by our play with them, by our sympathy with their joyousness, we teach our little ones to be full of sunshine and true merriment, are they not safe?

Can we teach them all this in babyhood? No, not all of it; but it is so hard to tell where babyhood ends and childhood begins, and youth and manhood follow so imperceptibly that we are safe only by beginning to teach all the truths at once, giving tiny lessons at first, but letting lesson follow lesson so logically and naturally that the task will never seem too hard nor the thought too deep for the mind that has been well trained from babyhood.

How much tenderer is the house

when the new life has become a part of it! The father and mother find their love for each other deepened and enriched by their love for their child, and a new inspiration to be their best is born in them. Consistency, more perfect self-control, broader culture and unselfish devotion become their desire, and the newly acquired dignity often adds an expression that neither has worn before.

"I used to watch her girlish head
Bent over work, the sunlight stole
To touch her wayward hair, and spread
A soft encircling aureole.
She looked so slight, so innocent!
I thought, at twenty-one or so,
With all sufficient self-content,
I knew so much she did not know.

But now at twenty-four there lies
Such wisdom won of joy and pain,
Deep shining in her quiet eyes,
As I may never more attain
I might not learn it, if I would,
This strange, sweet thing she understands,
It came to her with motherhood,
And tiny touch of baby hands!"

The older children, too, are richly blessed by the babe's coming to dwell among them. They learn a new unselfishness, a tenderer love; and the added responsibility and giving of themselves in loving service to the little one has an influence which nothing else can give. And in our homes, in the world outside, father, mother, sister, brother, and all, will be better because of the precious baby, for "a little child shall lead them."—*M. E. T.*

Quantity or Quality? —Some writer has
been bemoaning
the disappearance of the "big families" of the good old times of our grandmothers, and wondering why this is thus. Is it not because the world

has progressed so that parents now see that quality is of more importance than quantity? In olden times most men were intemperate and not amenable to reason nor acquainted with self-denial; women were all brought up on the St. Paul doctrine that submission to their husbands was the greatest virtue in the calendar, and that their sole mission on earth was to increase and multiply the inhabitants thereof. The mother of fifteen children! Think of it, oh ye merciless! Fifteen times should this "weaker vessel" endure the tortures of which no mortal man could ever dream the misery, and a whole lifetime of the most self-sacrificing work that is known to the world; then a coffin, and, perhaps, someone to say in eulogy, "She was a good woman, and I do feel to be sorry for John Smith. With so many young ones he will have to marry again, like as not." And "like as not" he does.

Suppose Mrs. Smith had only two or three children, she could be with them herself to train them, could direct their studies, take part in their recreations, receive their confidences, and be an all-around mother, such as children truly prize. What woman with a large family of children and a baby always in her arms has any opportunities for attending to the many wants of childhood and youth? If she can, by hard and ceaseless toil, keep them physically well cared for, she does a great work; that she should be friend and companion to them in their lives is out of the question. Some of them will, in after life, dwell tenderly on the delightful cookies she

could make, perhaps, but they can never remember a day in the woods with mother, or a quiet evening talk with her alone, one of those heart-to-heart talks which bring mother and child together. Some great physicians say that no woman who has borne fifteen children can retain her mental balance; it would be a wonder if she did. Let the big families of the past rest in peace, and give us the smaller family, where the mother is not a machine, but a dearly-prized and well-cared-for individual, and where the children are bright and happy and look upon father and mother as two dearly loved comrades, rather than the awful parents who our grandparents were wont to be.—*L. W. B.*

—“When shall we start
The School Age. our little ones in school?” is a problem difficult for many to solve. But the sensible parent who has made a study of human life and achievement will settle the question readily. There is little to be gained by sending a child to school early in life. But, on the other hand, much is lost. This does not refer to the kindergarten, which, when really good, is an admirable institution. But by the term school I mean the public school where all sorts and conditions of humanity are brought together.

It is right and just that the child be allowed to come in contact with other minds and persons and influences than those at home, for only in so doing will character be strengthened. But let this experience not come to him until his conscience is awakened and he is able to a certain extent to know right from wrong, to choose the best.

It is certainly an injustice to send a delicate five-year-old out in the great world to fight his little battles, to suffer his little woes (wrought by older and coarser boys, perhaps), away from mother-love and care. Soon his baby-sweetness gives place to a bolder expression and behavior. Innocent prattle and slang are interspersed. "Bad" words, wholly unintelligible to him, are uttered frequently. Low ideas are put into his head, ideas which will never be forgotten.

Aside from the effect upon the moral nature of the child, the intellectual side is to be considered. There are very few children whose mental capacities are such that they can endure the strain of constant application to letters from a tender age, without suffering for it afterwards. True, many parents find it gratifying to their vanity to see the infantile mind eagerly responsive to the demands made upon it, giving brilliant answers with astonishing quickness. But, alas! this brightness will not stay. It is not always true that early precocity means early decay, yet in many instances this is the case. Almost invariably they who manifest unusual bookish propensities at five years years old in a public school grow weary before reaching the 4th Room. The brain has endured too much of a strain for the physical system, and brilliant 1st Grade pupils have become but ordinary, perhaps even dull 3rd and 4th Grade pupils. Many teachers will bear me out in this assertion. Read biography and you will learn that some of the greatest men the world has produced were almost hopelessly dull during the early years of

life. Therefore, do not think because your Tommy and Annie are not unusually precocious that they are doomed to stupidity. Some flowers unfold slowly.

I would not speak disparagingly of the public school. It is a glorious institution. And this intermingling of high and low, the refined and uncultured, is often the very making of the rich as well as the poor man's child. But see that your child is old enough to realize something of the import of this new life ere he enters it, else the very influences which might better him may do harm instead.

If convenient, instruction may be given at home for the first two or three years. If it be withheld until the age of seven, so much the better. But from very babyhood keep before your child by precept and example a lofty ideal of manhood, urging him at all times to be helpful and truth-telling. Thus, when he enters public school life, he will have learned that he must be brave to choose the right and scorn the wrong in the face of public opinion, the opinion of his own little world.—*Estella Tucker Knott.*

A Runaway and
a Cure.

—A stylishly-
gowned, sweet-
faced young girl

peeped in at the parlor door when Mrs. Westlake was entertaining a caller.

"Mamma," she said, "I'm going over to Lou Dempster's for a little while."

"Very well, dear," said mamma, with a smile, and then, in response to her caller's inquiry, "Does Mildred always tell you where she is going?" replied:

"Yes, I do not think she has ever failed since we had a short conflict, years ago, when she was a mere baby, a conflict in which I came off conqueror. She was much given to running away, and had caused me hours of anxiety and worry. I had tried different means of punishment, but to no purpose. One day she was missing, and search was made for her all over town, but she could not be found. There was a river on one side of us and the railroad on the other, and as the hours passed I became thoroughly alarmed. Just as I was about to start on another search, she came leisurely into the yard, led by another child, who 'had found her down by the post-office,' a good mile away.

"It was some time before I could trust myself to speak, then, after thanking the little girl I gave Mildred her dinner as if nothing had happened. After dinner, however, I called her to me and began to undress her, then calling Bridget, I said:

"'Here, Bridget, take Mildred's dress and boots up to the attic and pack them away. It may be that some other little girl will need them some day.'

"Mildred looked up with wide-open eyes.

"'Why, mamma, what / goin' do?'" she lisped.

"'You are going to be a little bed girl now, so that mamma will know where you are. Let me tell you: You are the only little girl mamma has, and when you run away, as you did this morning, you make mamma very, very unhappy, so unhappy that mamma cried,' and the tears were even then dropping on her little nightdress as I fastened it around her baby throat.

"She looked at me thoughtfully for a moment, and then allowed me to put her in bed without resistance. I kissed her, then locked the door and left her alone. At tea time I took up her supper, then left her again until her usual bed time came. Then I went in, heard her say her prayers as usual, kissed her, and retired for the night.

"In the morning I didn't hurry with her breakfast. It was fully nine o'clock when I went in to see her with a cheery good morning. She was sitting up in bed, and it was evident that the time had seemed long to her. That was my intention, but my heart was very sore all the while. Her lip quivered as she ate her oatmeal, and she asked:

"'How long must I stay here, mamma? Isn't I ever to get up again?'

"Bless her dear heart; that brought a lump into my throat, but I answered steadily enough:

"You're to stay in bed, dear, until you can promise me that you will never run away again, that you will never go anywhere without coming to mamma first to get her consent.

"She looked at me seriously with her large blue eyes, and then, after finishing her breakfast, she lay down without a word, and again I left her.

"The moment I entered the room at noon with her dinner she burst into tears, and throwing her arms around my neck, as I placed the tray in front of her, she cried:

"Oh, mamma, I'se so sorry I made you feel so dreffly. Let me get up, and I'll promise you neber, neber to run away again.'

"And from that day to this she never has."—*Carrie A. Griffin.*



EDUCATIONAL LITERATURE.

I.

The first educational necessity is the personality of him who teaches. The qualifications of a teacher have been well defined as: First, the inspiring personality; second, the inspiring personality manifesting itself in scholastic details; third, the quality of sympathy, intellectual as well as personal—the sympathy of wise enthusiasm taking the routine of school life out of its dreary commonplace and making it fresh, warm and quick; enthusiasm that, by its sympathy, carries with it tact and compels interest.

Prof. Preyer says in his preface to *The Mental Development in the Child* (D. Appleton & Co.; International Education Series, \$1.50), that the time must come, at no distant date, when special text-books upon the physiology and psychology of the child from the first year to the fifth will appear, but before that takes place much work must be done. A widespread interest must be evoked in the subject, and where it already exists it must be augmented. This falls naturally to the mother, more than to anyone else, who will find this book of great assistance in her study of mental growth in infancy, as it gives results already attained in a

form easy of assimilation, and is written in an instructive and interesting manner, initiating mothers very pleasantly in the science of child observation, and showing them very clearly not merely what a source of happiness children are, but also what a great responsibility, and as a sequence, inciting them to self-education to meet the wants of their little ones through their first years of life.

Other valuable books in this series, for intelligent mothers as well as for teachers, are Froebel's *Education of Man* (\$1.50); Preyer's *Senses and Will* (\$1.50); Preyer's *Development of the Intellect* (\$1.50); Adler's *Moral Instruction of Children* (\$1.50); Susan E. Blow's *Symbolic Education* (\$1.50); Froebel's *Pedagogics of the Kindergarten* (\$1.50); and Froebel's *Mother Communings*, by Susan E. Blow (\$1.50). These books form a nucleus for an educational library of interest to all.

The scientific observation of children by parents and teachers has become general during recent years, and educational publishers are giving an additional impulse to this interest by the care they exercise in the selection and publication of books calculated to assist in this work, which must eventually result in an immense

influence for good upon our people as a nation. Until the school is brought in'o the home and the home into the school, we shall have no sound educational basis. Dr. Edward Howe says truly, in *Systematic Science Teaching* (D. Appleton & Co.; Inter. Ed. Series, \$1.50), that there is no subject so profound but its central truths can be taught to very young children, and that a child can be led to any height if the steps are made short enough. A child's mind must be very accurately and carefully cultivated during its earliest years, and the ablest teachers are needed in the nursery, kindergarten and primary grades. At no time has there been so much assistance of value given to thinking teachers, be they in the home or school, as at the present time. A careful study of the catalogues of publishing houses will show the names of book after book of special value to educators, and it is the purpose of these papers to direct attention to some that are especially interesting and instructive.

The following are good examples of literature of this class: *Stories for Kindergartens and Primary Schools*, by Sara E. Wiltse (Ginn & Co., cloth, 40 cents), and *The Place of the Story in Early Education* by the same author and from the same publishers (50 cents to the teacher), in which Miss Wiltse suggests a specific plan and purpose for the story and gives illustrations taken from her own experience of the value of this method. Examples of the practical application of this theory are given in many educational books published now as supplementary readers, as, for

instance, *Glimpses at the Plant World*, by Fanny D. Bergen (Ginn & Co., 50 cents), and *In the Story Land*, by Harriet Linesh Coolidge (Wm. Beverly Harrison). This author has been very successful in introducing the kindergarten into the Sunday Schools.

Old Mother Earth—Her Highways and Byways, by Josephine Simpson, contains an interesting budget of information of geography and geology (Harrison). *Little Flower Folks*, or *Stories from Flower-Land for the Home and School*, by Mara L. Pratt (Educational Publishing Co.), is designed to cultivate and nourish the innate love children have for flowers, opening to them the big book of nature. *Æsop's Fables* is by the same author, and from the same publisher. She says, in the preface, of children :

"They like to talk, they like to hear people talk. Talking is their all. Then why not let their reading book talk to them and let them talk to it?"

St. Nicholas Songs is a valuable addition of the Century Co. to educational literature, which is used in many kindergartens (boards, \$1.25). Many of the poems of *St. Nicholas* are set to original music, contributed by thirty-two composers, among whom are writers like W. W. Gilchrist, J. L. Molloy, George F. Bristow, Harrison Millard, etc.

One of the best supplementary reading books for schools, and one that is being used very largely, is *The Century Book for Young Americans* (The Century Co., \$1.50). It shows how a party of boys and girls who knew how to use their eyes and ears found out all about the government of the United States.

A delightfully unique series of books is issued by Dodd, Mead & Co. (\$1.00 each). They are humorously illustrated in colors, they will appeal to lovers of stories told by verse and picture, and they have a revolutionary flavor that is very captivating. One is called *Grandmother's Story of Bunker Hill Battle*, by Oliver Wendell Holmes, illustrated by H. W. McVickar. Another is entitled *The Boston Tea Party*, with text by Josephine Pollard and illustrations by H. W. McVickar. This begins:

"King George the Third sent out a Decree,
In Seventeen Hundred and Seventy-Three,
That Three Pence on every pound of tea
The very moderate tax should be,
For the infant American Colony," etc.

With the exercise of a little judgment, these books may be utilized in the nursery, or kindergarten, as the pictures will be certain to hold the attention of the little ones and fix the stories, which are true, so far as they go. *Bible Steps for Little Pilgrims* (Dodd, Mead & Co.) is intended to be an introduction to the study of the Bible and to supply the first necessary steps for this study. It is a simple relation of the incidents, etc., with no drawing of doctrinal inferences, as the purpose is to leave direct religious instruction to parents and teachers.

In the effort to grasp the spirit of the new education, the teacher will find much available material in the following books mentioned, of each of which but a brief note can be given:

Home Geography for Primary Grades, by C. C. Long, Ph.D. (Am. Book Co.), aims to give elementary ideas of geographical features within the immediate observation of children, awakening their interest in the world about

them. The lessons are conversational in form and may readily be used by mothers in the nursery, where so great a fund of information is needed, to answer the persistent questioning of wide-awake and observant children. A remark worthy of comment in the preface is that memorizing of definitions should seldom be required, and should never be made a test of a pupil's knowledge.

Psychology in Education, by Ruric N. Roark, Dean of the Department of Pedagogy, Kentucky State College (American Book Company, \$1.00), is designed as a text book and for the use of the general reader. It is concerned with psychology in education, and aims to quicken the interest in mind study as applied to education. The author says, pertinently, that the work of the individual teacher, from the kindergarten to the university, will be valuable in proportion as it is directed by some intelligent comprehension of the activities of the mind and the laws of its growth.

Calkin's *Primary Object Lessons for Training the Senses and Developing the Faculties of Children* (published by the same house, \$1.00), is a manual of elementary instruction for parents and teachers, which carries out the idea of Comenius, of instruction from inspection, not description. From such inspection it is that certain knowledge comes. Pestalozzi says: "Lead the child to observe with accuracy and to express with correctness the result of his observation." This book will materially aid the teacher in presenting a natural, simple and philosophical system of primary education. The chapter on "Home Training of the Senses"

shows distinctly how necessary, and at the same time how easy, it is to give children the home training desired. Suggestions are given as to the games, puzzles and amusements to be given to children to cultivate habits of quick perception or lend skill to the eye, ear or hand, which faculties tend to develop both mind and body. The opportunities are limited in school for work of this kind, which is an all-sufficient reason for beginning in the home.

Appleton's *Chart Primer*, by Rebecca D. Rickoff (American Book Company), may be used by the mother for one phase of work of this kind, without the use of the charts referred to. It deals with the problem of teaching children how to read at sight, and also contains color lessons. A work like the above is infinitely better in a child's hands, even if not fully comprehended, than one of the stock fairy tales, usually containing suggestions of questionable morals, although the right sort of fairy tale has its purpose in education. A double purpose is served by using instructive books, when entertaining, for the amusement of the little ones.

Of supplementary readers there is a long list from various houses, nearly all of which are valuable aids that are well presented as to grades, etc. *Easy Steps for Little Feet* is supplementary to the first reader, and consists of school readings in prose and rhyme, edited by William Swinton and George R. Cathcart (American Book Co.). In this book the attractive is the chief aim, and the pieces have been chosen and written with special reference to the feel-

ings and fancies of early childhood.

In Rebecca Rickoff's *Supplementary First Reader* (American Book Co.), special attention has been given to "vitalizing" each word that is learned from sight, the child learning but one or two additional words as they appear in new sentences. The mother who wishes to prepare her child very easily for a ready comprehension of kindergarten and primary school work may wisely study the preface to this work and follow this study by using its suggestions in her nursery. The whole plan of the book is so simple as to appeal at once to an intelligent child's fancy.

Elizabeth Funderberg's *First Lessons in Reading*, based on the Phonic-word method (American Book Co.), is also full of suggestion to the intelligent mother as well as teacher. She says, in her preface, "The true starting point for the teaching of reading is the thought, then comes the sign." The words used in the book are in every child's vocabulary. The teachers' edition contains a supplement consisting of rules and suggestions for guidance in the use of this book.

James Johonnot has contributed a great number of books of assistance to the mother, kindergarten and primary school teacher. All that are mentioned here are published by the American Book Co. In his Natural History Series, *Book of Cats and Dogs*, *Friends in Feather and Fur*, *Neighbors with Wings and Fins*, *Neighbors with Claws and Hoofs*, and *Some Curious Flyers, Creepers and Swimmers*, as may be inferred from the titles, are especially suited for young children.

They are full of information adapted to use in the nursery and kindergarten, although prepared especially for primary schools, as books the purpose of which is to teach reading in an intelligible and interesting way. The author says there seems to be for children a charm about stories of animals that awakens thought, and in their eagerness to give this thought expression they often leap over mere mechanical difficulties, and acquire skill with the ease and rapidity of in-

tuition. The Historical Series, written by the same author, contains *Grandfather's Stories* (fables, etc.), *Stories of Our Country*, *Stories of Heroic Deeds for Boys and Girls*, *Stories of Other Lands*, and *Stories of the Olden Time*. These are compiled and edited with the same consideration for the comprehension of children that is shown in the preparation of the "Natural History Series." *Glimpses of the Animal World*, by the same author, is arranged for the School and the Home.

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HOW TONY WAS TAMED.

BY W. THOMPSON.



AM 71 years of age ; my wife is 68. We are both, thank God, in perfect health, and I write this little story on our *golden wedding* day. It is, in every particular, true, and will, I trust, prove of some slight interest to those parents who may chance to read it.

I reside in a small city in northern Michigan, and half a block from my house lives a respectable mechanic, whose name I will not give, as hundreds of people here take this magazine, and he might not like the publicity.

Besides himself and wife, this man's family consists of seven children, ranging from one to fourteen years in age. Midway in the line is Tony, the hero of my story, a chubby, rosy-cheeked, pretty little fellow, now six years old. All the other children of this family have always been, I believe, orderly and well behaved ; but this little chap was, at the time I first came to know him, the terror of the whole neighborhood.

At all hours of the day and night, with or without the slightest cause,

he would scream and yell like a wild-cat, fly into fits of violent rage, and conduct himself like a veritable imp



TONY.

of darkness. He owns a cheap little tricycle, and while riding, entirely unmolested, along the sidewalk, would frequently stop in mid career and set up a series of frightful howls, startling everyone within hearing.

In the summer time, when all the folks around had their windows raised, our sleep was often disturbed by hearing Tony, perhaps in the middle of the night, shrieking as if in fearful torture, quite regardless of his harassed parents' soothing tones, which, while he was taking breath for a fresh outburst, we could also hear. A stranger passing would have thought the child was being murdered, though no one was touching him.

The thing was becoming unbearable. Residents for two blocks around were so annoyed and distressed by the young ruffian's antics, that several, who lived in rented houses, actually removed to another quarter of the town. But Tony didn't care a cent. He still kept up his outrageous tantrums and seemed rather to enjoy the discomfiture of those he had put to flight.

Though bright and intelligent and exceedingly good-looking—when his face was clean and not distorted by passion—the boy appeared, at times, to be possessed of an evil spirit. Bigger street gamins, with whom he would fight like a tiger cub, pounded him occasionally, and smaller ones fled from his fury in dismay; but the little scamp remained incorrigible as ever.

At last his sorely taxed parents called in a supposedly very wise doctor, who said that the child's nerves were out of order and he must go through a regular course of medicine. So far, however, from doing any good, this treatment merely added to the youngster's former irritability that caused by the enforced swallowing of nauseous drugs, and he now became so

frightful a nuisance that people would come to their doors whenever he was passing and order him off the public sidewalk, while servant maids vied with each other in scurrilous revilings—repaid by Tony with compound interest.

One hot day in August, just nine months before this present writing, my wife and I were sitting at dinner, with open doors and windows, so that outside noises were plainly audible. Suddenly we heard a most diabolical screeching, the sound of furious stamping, the rattle of some metallic substance and a storm of high-pitched, childish objurgations. Running in alarm to the window, we saw Master Tony in the middle of the street, kicking with all his little might his upset tricycle, while showering upon it every abusive epithet his limited vocabulary could supply; streaming tears of futile rage meantime plowing little furrows a-down his dust-begrimed cheeks.

"Do bring that poor little savage in, and let us try to tame him. It's impossible to endure this torture any longer," said my wife.

"I suspect it's easier to say that than to do it," I replied, "but I'll try." And I coaxingly called: "Come over here, Tony, I've got something nice for you."

"Won't! You wants to lick me," snapped the sobbing urchin. Then, holding an orange in my hand, I went out, quietly approached the imp, and said, "If you'll come into the house with me, I'll give you this and some ice cream, too."

Surprised into quietude by such a munificent offer, the child ceased to yell, and, picking him up, I carried him

into the house along with the flimsy tricycle, of which, quite forgetting its offence in having run over a stone, he said: "Mebbee big wagon come 'long an' smash it."

On being brought into the dining-room, Tony, staring with all his eyes at what he thought its splendor, was gently, and without present words, seated in one of the high chairs kept for visiting grandchildren. After eating, with infinite gusto, a saucer of ice cream, he imperiously said, "Gimme orange now." And when this part of the compact had been carried out, he scrambled down and would have unceremoniously left; but my wife took him on her lap, and kindly asked: "Tony, why do you scream and cry so and cut up such dreadful capers?"

"Cause everybody 'buses me an' says I's awful bad an' ugly, an' nobody won't play with me. I hates 'em all, an' our nasty baby, too!"

"But, Tony, you needn't be bad, and you're *not* ugly. Let me wash your face and hands and brush your hair; then see how pretty you'll look!" artfully replied my wife, as she led the half-resisting little fellow into her dressing-room, the, in his eyes, wondrous contents of which so excited his admiration that he totally neglected to bellow while soap, water and hair-brush were being deftly applied.

I stood looking interestedly on, and when the big glass was turned in such a way that Tony could see himself in it, he uttered a cry of delighted surprise, and exclaimed: "Guess I'll go an' show folks how pitty I is; an'—an' I'll give Baby (then 3 months old) this boo'ful orange"—the first sign of coming grace. "Yes, do," laughed

my wife. "And, Tony, if you try to be good and to keep yourself nice and clean, everyone will love you and you'll always look pretty." "An' will you an' ganpa (all the little ones living near us call me grandpa) gimme good things if I does?" shrewdly inquired Tony. "Sometimes, perhaps," I answered. "But whenever you feel as if you were getting naughty, come in to see this lady and she'll drive all the bad away."

Happy as a cricket now, the boy mounted his wheel and rode merrily home, to charm his overworked mother by his wonderful story and improved appearance, though it's hardly likely that the baby consumed the orange.

From that day the hitherto "holy terror," as Tony had been not inaptly nicknamed, began to mend his ways. He had many relapses, it is true; but these gradually grew less frequent, and, in consequence, his good spells became longer and longer. The child had learned to respect himself—to believe he was not wholly bad, nor utterly repulsive. Moreover, he began to dimly appreciate the beauty of cleanliness and enjoy the comfort resulting from good behavior.

Little by little his former playmates rejoined him, and grown people, instead of, as heretofore, regarding him as a plague spot, soon began to notice him kindly in passing. All seemed interested in the experiment which my wife and I were trying, and were, as well they might be, delighted with its success. The "wise" old doctor, however, still insists that the blessed change in Tony was wrought entirely by his own long forgotten and scarcely used medicines.

The very next day after his first visit to our house the little fellow began the practice—ever since kept up—of meeting me as I went to or came from my office. I always did, and do, greet him with cheering helpful words, and very often have in my pocket for him apples, nuts, figs, candy and such like dainties dear to the heart of a child, though, to do him justice, he always seems delighted to see me and my wife, whether we give him anything or not.

One day, in my absence (from the accidental spilling of some gasoline), a rather serious looking fire occurred in the back part of our house. The fierce flames, leaping from the kitchen door, were seen by Tony, who rushed into the street, sobbing out: "Oh! oh! poor ganpa's house is a-burnin' up an he won't have no place to live in anymore!" Nor would the affectionate child be pacified until the fire was quite extinguished, and he had run over and seen with his own eyes that no harm had befallen "ganpa's wife," for, very strangely, he never calls this dear friend "ganma," but always either by her name or by that somewhat awkward title, though he visits her

and is made much of almost every day.

Week by week and month by month the moral and physical improvement in our little *protégé* has gone steadily on, until now, three-quarters of a year after that furious mauling of his tricycle, he has become the prettiest, best behaved and most polite child in the neighborhood—a joy to his parents and an ever-welcome visitor to every house, rich or poor, that he chooses to enter.

This happy change has been brought about solely by the power of *love* and a wise appreciation and encouragement of the child's better nature. During all these nine months he has never once been punished, otherwise than by a temporary withdrawal of approval, and this he has always been almost painfully anxious to regain.

Possibly such a course of treatment might not answer for all naughty little boys, but the older I grow the more deeply I am convinced that only by fostering the good and *kindly* repressing the evil in young children can we fully develop their better instincts and put them in the way of becoming noble men and women.

FAITHFUL TO HIS TRUST.

BY CATHARINE AUSTIN.



HEY were little things—Dick and Dolly. Dick was eight years old, and Dolly only three. One day mamma took Dick on her lap, and smoothing his hair back gently, said, "Dicky dear, mamma

and papa are obliged to go away from you and Dolly for a little while—for a few months"—"No, no!" interrupted Dick putting his arms around his mother's neck. "Listen, dearest," said mamma, "Uncle Ralph is very ill and all alone in Paris, and papa and I

must go and try to make him well, and bring him home to America. Now *you* must stay and take care of Dolly. Mamma will feel a great deal happier to know that Dolly had you to look after her."

"Well, mamma," said Dick bravely, "I will stay and be careful of Dolly—but will Nurse and Bridget and Josephine and William stay with us?" "You and Dolly are to go to Uncle John's and stay there until we come back, and our house will be shut up, and Nurse will go to stay with her son." Dick only said "Oh!" while his eyes never left his mother's face as she spoke. Then suddenly he exclaimed, "But I don't want you and papa to go away," and hiding his face on his mother's shoulder he burst into tears. Soon checking his sobs, however, he listened to all his mother had to say, promising over and over again to be good and mind his Uncle John and Aunt Mary, and above all to be very, very kind to Dolly.

The preparations were soon made, the servants dismissed for the summer, and the house closed. Aunt Mary was glad Nurse wished to visit her son, for she was "too unbearably self-sufficient," she said. "But Jane, the housemaid, shall look after the children," she added, "and Dolly shall sleep in the little room next to mine, and Dick right opposite."

So mamma and papa sailed away, and Nurse went to her son's.

"Where does your son live?" asked Dick, as he kissed Nurse good-bye.

"In Reading," she answered, "not far from here."

Mamma had not been gone long when Dolly began to droop. Aunt

Mary thought it was the heat, and gave the child some medicine. Dick observed his little sister closely, and made his inward comments. "Foolish Aunt Mary," he thought, "medicine won't make Dolly well."

A week passed. The little girl did not get better and the doctor was sent for. "I believe this to be a case of homesickness," he said. "Amuse the child, keep her out-of-doors, she will get over it." Dick was standing near and listened. Another week passed, then another. Dolly continued to pine and fret. She grew pale and thin. Aunt Mary became very anxious. Now, Dick had his own ideas. "I think I know what would make Dolly better," he said to himself, "but if I tell Aunt Mary she will not believe me, and Uncle John will tell me to run away, or he will say that thing about children being heard not seen—no, I mean that 'children should be seen, not heard.' But," he continued to himself, "mamma told me to be careful of Dolly, and I think Dolly will be very, very sick if I don't be careful of her now."

So Dick resolved to act. He begged a piece of paper, an envelope and a postage stamp from Jane, and, taking a lead pencil, he went out to the arbor in the garden, where he could be alone and undisturbed. There, with pain and difficulty, he wrote the following letter:

"DEAR NURSE, You must come back as soon as you get this letter. Dolly will be worse if you don't. Aunt Mary does not know, and Uncle John does not know, but I wish that you would come quick.

"Your affecshunit Boy Dick."

When finished, he folded the paper and put it in the envelope, which he addressed as follows:

"Nurse Wilkins at her Son's in Redding, not far from here,"

and then dropped it into the letter box at the corner. Nurse was sitting, towards noon the next day, with her daughter-in-law, on the front porch of her son's house, when her son himself came up the gravel path.

"Is that for you, mother?" he asked, looking amused, and handing her a letter. Nurse took it, put on her spectacles, and looked at the address. "Lands sake!" she exclaimed, "*Is* that for me? I'm sure I couldn't say; where did you get it?" "When I went to the post-office to-day the postmaster called me, and asked me if that could be for any of my folks. He knew you were with me on a visit." "Lord bless my soul!" ejaculated Nurse. "Of course it must be for me, look at the post-mark! Why it must be from my boy Dick, bless him!" and she hastily tore open the envelope. "Whatever can be the matter?" she exclaimed on reading it. "It can't be that Dick is playing me a trick? No, no; that's not like any child that *I've* had the bringing up of. Joe", she said, "I must go by the next train. There's something wrong, you may be sure. No, I'll not wait for Mrs. John to send for me—maybe she wouldn't do it—I'll go, and that at once." So Nurse departed, and that afternoon found her walking up the drive-way of Uncle John's house.

Aunt Mary was sitting by little Dolly, watching her with an anxious face. The child refused to eat now, and lay with half-closed eyes, indifferent to her toys, and even to Dick's attempts to amuse her. He stood now beside his Aunt with a grave face,

looking at his little sister. Suddenly he stooped and whispered in her ear. "Where?" she asked, raising her head and looking round the room. Then, "I don't see her," she said peevishly, and dropping her head wearily on the sofa cushion again, closed her eyes.

Just then a well-known voice was heard down-stairs in the hall. Dick flushed to the roots of his hair: "Dolly! Dolly!" he cried, "there she is!" He ran to the top of the stairs, then back to Dolly, trembling all over with excitement.

"Nurse! Nurse!" he exclaimed in a loud whisper, running again to the stairs; "come quick to Dolly," then as Nurse gained the upper step, he took hold of her dress and pulled her toward the door. Then he led her to Dolly's side, where Aunt Mary stood looking bewildered. Dolly held out her little hands. "My little lamb!" cried Nurse. "My pretty one! What is the matter with my dearest?" and she folded Dolly in her arms.

"Nursie! Nursie!" said Dolly, nestling to her. Then suddenly the child burst into a perfect passion of sobs and tears and clung to Nurse's neck. "Don't go, Nursie; don't go," she sobbed. "Stay with Dolly—stay, and don't go 'way 'gain."

"I'll not go, my pet—my darling. Nurse will not leave her dear one again," cried the kind and faithful woman, fondling and kissing the little creature over and over again.

"She will be all right now I trust," said the doctor's voice at the door. "You could not have done a wiser thing, madam, than to send for her nurse. The child is sensitive, you understand, and is suffering from a genuine case of home-

sickness. I wonder I did not think of sending for Mrs. Wilkins myself."

"I did not send for her," said Aunt Mary in a puzzled tone. "I am thankful she has come—but I did not send for her."

"It was that blessed boy," cried Nurse; "he wrote to me, and I lost no time in coming, I can tell you."

"Dick!" exclaimed Aunt Mary. Dick stood looking down with a very red face.

"Did you send for Nurse, my boy?" asked the doctor.

Then Dick looked up bravely. His eyes were shining.

"Yes, I did," he said. "Mamma told me to be careful of Dolly." Then a sudden flash illumined his face. "And I *did* be careful of her," he said, then turned away, overcome by shyness.

"He has very likely saved his little

sister's life," muttered the doctor, and hastily left the room.

"Ah! ma'am," said Nurse that evening to Aunt Mary, when both the children were peacefully sleeping, Dolly's little hand tightly clasping Nurse's thumb, "it's wonderful to note the sense them little things do have. My Dolly, she found she couldn't get on without her old Nursie, and as for my boy Dick, he is a child of true and natural instincts—and I am sure I have always done my best to *dewelope* his sense of what is fitting," and she fairly bridled with self-complacency.

"Her conceit is past endurance," said Aunt Mary to Uncle John, on going downstairs.

"Suppose you send her home again?" suggested Uncle John dryly.

"No, no; she must stay, now that she is here," said Aunt Mary hastily.



FROM A MOTHER'S RETREAT.

BY JULIA SARGENT VISHER.



REFERENCE now and then to a "Married Woman's Retreat" may be noticed among the church items in our daily papers. It would seem to be a season for special religious observance among women of Catholic parishes. I have also recently emerged from a Retreat, which, though of a different nature, was not less a time of deep experience and lasting significance. Toward it my face has been set for many months. The preparation of

body and soul, the slow expansion of each has gone steadily forward. Now the set time for the Retreat is here. Deliverance is at hand. * * * *

Since midnight I have slept to wake; then fallen back to sleep again. It is enough to know that the unconscious sleeper in the next room would be alert at my lightest call. Later on my husband will seem more necessary to me than any physician. But now it is good that all is dark and still; good, indeed, after each hard awakening to get a snatch of sleep

again. Mrs. Browning's lines come to mind :

"As by cradle so by cross,
Sweet is the reposing."

* * * * *

What was it I read a few days ago, thinking only, with Robert Browning, of the death hour? To-day there is no fitter language for my own experience :

"For sudden the worst turns the best
To the brave. The black minute is at end.
* * * First a peace out of pain."

"She remembereth no more her anguish, for joy that a man child is born into the world."

Towards night Baby's father read to me, with voice that told how the depths in him were stirred, from that poem, too little known, of the missionary, Mrs. Judson :

"From morn till evening's purple tinge
In winsome helplessness she lies;
Two rose leaves with a silken fringe
Shut softly on her starry eyes.

There's not in Ind a lovelier bird;
Broad earth owns not a happier nest;
O God, Thou hast a fountain stirred
Whose waters never more shall rest!

This beautiful mysterious thing,
This seeming visitant from heaven,
This bird with the immortal wing,
To me—to me Thy hand has given.

The pulse first caught its tiny stroke,
The blood its crimson hue from mine—
This life which I have dared invoke
Henceforth is parallel with Thine."

He also spoke of that favorite verse of mine in Mrs. Utter's poem:

"The hope that filled each Jewish woman's breast
In every mother's heart is still a guest,
That through this life a glorious light may shine,
Lifting the world to levels more divine."

SECOND DAY.

How true the saying, "Love grows with what it feeds upon." Perhaps only by experience can one know that

the love the last baby claims is deeper and richer than any other has found waiting, yet as truly adds to the love for each.

Could there be anything sadder than actual jealousy of a child for the new brother or sister? I have never witnessed it, and can but believe it thoroughly against nature and always the result of some poisoning remark made by the malicious or thoughtless. Baby Lillian, not quite two and a half, claps her wee hands in bliss at every sight of the newcomer, and every child's face has so shone in my experience.

It is plain that my darkened room and pale face beside the tiny Presence invests me with a sort of halo in the children's eyes. It reminds me of Chadwick's "In Nazareth Town" written for such a time. How does it run?

"Enough for the day is the good thereof
And the speck of a thing that is lying there,
Filling the house with a nameless hush
And a tender voiceless prayer."

THIRD DAY.

"It is not so much a wicked world as it is a coarse one." How often I echo that saying of the sensitive Hawthorne. Baby and I leave paregoric and trotting nurses to solace the funny man, and begin life naturally. It is poetry to watch the little creature at my side through the long quiet hours. They are chiefly spent in the soft breathing of slumber.

When he is awake there are tiny yawns and stretchings, now and then a sneeze or perhaps the tremendous experience of hiccoughs. Air, and now and then a sip of clear water, suffice until tardy nature's fount is filled. It is easy to lose faith in her methods,

and in a multitude of counsellors there is confusion of mind. But those who trust her have their reward.

FOURTH DAY.

The little rosy feet I was holding in my hand to-day recalled vividly a pretty dream which brightened a weary night some weeks ago. Just such pink little feet lay beside me bare, soft and dainty. In my dream I softly covered them lest they become cold. One or more such sweet flashes of what the future is so soon to make real are sure to come to me in the broken slumber of the last few weeks of the long months of waiting. I wonder if other mothers have not the same experience.

FIFTH DAY.

How hard to stay upon the heights! My nurse brought me to-day a new-laid egg beaten to a foam in a glass of milk.

With the peculiar acuteness the bed-ridden quickly acquire, I had followed each step in its preparation in another room, and rejoiced in the thorough beating until a glance revealed my one cracked glass in the whole set selected for the operation. How can such little stupidities annoy us so!

If one were only sure of gaining new courage and wisdom for life's steady strain so soon to come, it were well to be thus laid apart in the household but not of it. I do feel how much I am loved as well as needed.

SIXTH DAY.

I heard to-day how one refined American lady solved the problem of how to afford the new baby. Her husband's income has been at low ebb, and they are the sort who have a horror

of debt. She engaged neither doctor nor regular nurse, but bravely employed the German midwife her washerwoman recommended. This midwife has had some dozen years hospital service and two diplomas, besides years of experience in the homes of her countrywomen. As it proved, my sensible friend could not have placed herself in better hands, and the bill for some thirty hours' service, two calls daily, was exactly six dollars.

SEVENTH DAY.

Enjoying the brilliancy and fragrance of my bouquet to-day until I was weary, I closed my eyes to revel upon some bouquets of the past:

"That inward eye which is the bliss of solitude"

rejoiced once more in the fair May blossoms which made earth glad when my first child saw the light. She was always like them, and is more than ever like them now. I remembered that pleasant burden of sweet peas my husband laid upon my pillow one later summer time. He had stopped a boy carrying a basketful and selected the finest to give me pleasure. When he wanted to pay for them the boy astonished him by saying, "I won't take anything from *you*, sir," and moved quickly on. I breathed again the fragrance of those long-faded flowers, and the "little unremembered act of kindness" which made them twice a gift.

EIGHTH DAY.

Who but God would ever have decreed to protect man in his infancy? He shall have for his armor helplessness and for his weapon a cry.

My husband left this thought with me before leaving for the day, and I thought on: "Inscrutable is His wisdom, and His ways past finding out!"

I remembered four tiny graves on the Swiss mountain side and what they represented of loss to those noble parents. I wished that I could know what share those tiny graves had in the rich endowment of the rare nature of Louis Agassiz, "the baby who, at last, came to stay."

NINTH DAY.

How perplexing is this question of a name, and so many to suit! My mother says "Suit yourself; it is the only thing you can be sure of doing." But in our democratic household every child has a vote. A dear friend suggests Donald or Kenneth. Dorothea, who has her name for its true mean-

ing, pouts at my half-serious suggestion to turn it about and call the baby Theodore. She would rather it were Harold. I have a preference for old-fashioned names and those that mean something. My German help, when asked what she would name a boy, promptly responds "Jacob." It will not be that.

TENTH DAY.

Out from the dusk of my room into "the common light of day." Little tasks are not too heavy for my hands. Little questions of dress and food and all the daily conduct of a busy household press upon me. But I go back into it all richer, wiser, happier, and the years that come will cast their halo around that holy place, the Mother's Retreat, where such thoughts as these have made their impress.

NURSING IN INFANTILE SKIN AFFECTIONS.

BY CHARLES W. ALLEN, M. D.

Dermatologist to the Randall's Island Infant Hospital, etc., New York.



IN first injuries is no less important a subject than "first aid to the injured," and the little one, disabled in the first volley of life's battle, requires intelligent care from the very beginning, just as much when the cutaneous envelope is the wounded part as when the deeper tissues it protects are involved.

Many skin affections must be looked upon as accidental injuries and hence, some at least, susceptible of prevention. This applies to the infectious and contagious diseases, which in-

clude small-pox, and great-pox and chicken-pox (which the Germans call wind-pox), and scarlet fever and rub-eola (which the Germans call Rôtheln and which we call German measles), and applies also to a variety of purely local diseases such as ringworm, favus, and scabies (which, as the old Irish women say, "Savin' yer prisen'ts" means the itch), and a number of other skin diseases which can be "caught."

It is a great mistake to think a child *has* to go through with so-called children's eruptive diseases, or any of them, even if he could be counted upon

to do it as Mark Twain's boy did, "with great credit to himself and no disrespect to the measles." A child should never be unnecessarily exposed, for even varicella may become a very serious matter, and here, as in scarlatina and measles, a most important thing for parents to guard against is the process which goes by the name of "catching cold," in consequence of which the disease is sometimes said to "strike in." Now, for the benefit of those who do not already know it, let me say that there is no such thing as a "mild scarlet." Scarlatina means the same and is the same as scarlet fever, but no matter how slight the rash, if it is due to the scarlatina poison it is treacherous to the end. The worst cases of kidney complication, due to this disease, which I have seen have been in children who had a very slight skin rash. Then there is another class of eruptions which are preventable. I refer to those which sometimes resemble scarlatina and result from too hot baths and too much clothing, especially in the summer months, and those rashes which come on from intestinal derangements caused often by faulty feeding. Our first care, then, is to prevent eruptions if it is possible, and failing in this, to remove the cause if we can discover it, so that the disorder may not be unnecessarily prolonged.

One of the first questions which arise when the baby has an eruption, is "what to do about bathing." Two mistakes are commonly made: one is that in the eruptive fevers water must not touch the skin, and the other is that eruptions like eczema can be best removed by prolonged soakings and

vigorous scrubblings. Some affections have fast colors, and in some the colors run; but few, if any, wash out.

There is more danger of doing harm with water in eczema than in scarlatina or measles, if judiciously used. A sponging off of the surface with tepid water can be done once or twice a day in the eruptive fevers, and under the physician's orders water can be used in various ways to reduce the temperature. In red and weeping eczema, on the other hand, water almost always acts as an irritant and is apt to aggravate the condition. In scaly diseases (psoriasis, lichen, dry eczema), and in the itch and similar affections, medicated baths are often of much value.

The *temperature of the bath* is of more importance in sickness than in health and should be regulated with the aid of a bath thermometer. The color test by which the old-fashioned nurse was guided is in no case to be recommended. Being asked how she knew when the bath was proper for the baby, she replied, "If he turns blue I add more warm water and if he turns red I know it is too hot and add more cold." This may be all right for the nurse, but it is hardly fair to the child to expect him to act as his own thermometer. When a hot bath is ordered it does not follow that the little one is to be par-boiled or even scalded, and still one would think at times that this was the attendant's idea of the proper quick method of ridding the patient of skin troubles. In a general way we may consider that the degrees of bath temperature for an infant are represented in the tepid bath at 85° to 90° F.; warm bath at 90° to 99° F.; hot bath at 99° to 109° F. If the bath is to be

prolonged for the purpose of softening and removing scales, crusts, etc., warm or hot water must be added occasionally to maintain an even temperature. Sometimes an alkaline bath is ordered to hasten the maceration of scaly deposits on the surface or for other purpose. This can be prepared with a quarter pound of carbonate of soda to eight or ten gallons of water. So much in a general way for baths. Now a word about APPLYING OINTMENTS.

In the first place, an ointment must be well made. All druggists do not make them with equal skill and care. Hence, if your physician tells you to go to a particular chemist for your salve, follow his directions. I once had a patient who said he never went to the drug store recommended by the doctor. "I am too smart for that," he said. I never knew what the man had in his mind—whether the idea of an extra charge which would go to the doctor, or that there was some other conspiracy. However, the man was insane, and had so many queer ideas it didn't much matter.

If you are not able to trust your physician not to cheat you, you should not trust him to treat you. The ointment should not contain

rough or gritty particles, as a rule. It should not be dispensed in a wooden box, which will soak up the fat, leaving the ointment too dry. Some ointments are intended to rub well into the skin, others to be spread on lint or other material and applied to the surface or to be gently smeared on the part in a thick layer. The directions should state which way the application is to be made.

For most eczemas with red, inflamed and irritated surfaces it is best to keep the part constantly covered with the salve. In parasitic diseases and the eczemas which resemble them; in psoriasis, ichthyosis and scaly affections, generally, friction with the salve is called for, so that it is made to penetrate as deeply as it will. In some of these troubles a salve, or oil bath, as it were, can be given with decided advantage, the little one being smeared from head to foot, and then wrapped up in a blanket and laid aside to soak. It is very easy to excite artificial eruptions in the delicate skin of infancy, and the danger of overtreatment by irritating applications must be constantly remembered, so that, while we are doing good, we may be sure that we are not going too far and causing injury.



NURSERY GYMNASTICS.

BY SAM'L J. FORT, M. D., ELLICOTT CITY, MD.



HERE seems to be something more solid at the bottom of the present interest in physical training than is usual with a mere fad of the day. Modern physicians have preached the doctrines of such training for years, but it needed something more than "line upon line" to secure its proper place as a factor in a general education; and if fashion never does anything more than set its seal of approval upon this adjunct to health and longevity, there will be many who can forgive fashion for some, at least, of its more senseless regulations.

It is impossible to train the child of to-day in the manner suggested by Dr. Holmes—to begin its training a century before its birth; but the children of the present time have the training of those who will come after them, and parents who look rightly into the future, instead of living entirely for the present, can so guide and direct the early life of their children that they shall be reasonably free from disease; these children will in turn rear families whose organisms will be still nearer physical perfection than their parents' or grandparents', and still more responsive to proper training, and so on through each succeeding generation; each will not only show the result of the generation going before in their improved physique, but the "line upon line" of their forefathers will have become laws, or, better than laws, habits.

To see that this is not impossible, study the racing-horse or the hunting-

dog—both the result of careful breeding and training. There is no reason why the same can not be done for man. The child has a right to be born of healthy parents, and it has just as much right to a proper development of its physical nature as it has to be developed mentally and morally. Helpless little mortal, it is dependent upon its natural guardians for all it gets until it is able to depend upon its own exertions for its existence, and those guardians fail in their plain duty who do not exert their best efforts to make the development of their children symmetrical. Those who cultivate the mental and moral side, but leave the physical side to the doctor and the drug store, are unjust; they seriously handicap their children in the race of life, and not only their own offspring, but those who are yet to come.

Lest I may be misapprehended by some who argue that mind and morals are to be considered first, let me say that careful study of the best writers upon child nature, and not a little personal observation, show conclusively how secondary to physical nature the mental and moral nature really is. The child who is physically sound will, all else being equal, be sound morally and mentally; on the other hand, the child whose heritage is an unsound body, or whose physique is warped or stunted by avoidable causes, may be mentally precocious and morally not a criminal; but who would argue that the latter child could ever look upon life without being a pessimist?

Arguing upon this line, it would be

an easy task to show wherein the mental development of invalids has been an unhealthy growth, and the moral development, when such as to be noticeable, rather a psychic atavism than the healthy growth of a sound mind guided by the instincts of a sound body; but submitting what has been written as food for thought, and accepting the proposition as correct that parents should strive to develop the physical life of their children to its utmost capacity, let us consider how this may be done in the nursery.

From the time that life manifests itself in the fœtus, movement shows the instinctive desire of all muscle for exercise, and every movement made by the fœtus after quickening takes place marks the successive development of new sets of muscles, as well as the power to set them in motion.

Coming into the world the child spends most of its time, for a period, in sleep, the rest in motion. As yet the brain has not assumed control, hence movements are uncertain or instinctive; the entire motor system is in training, as it were, for the time when the higher centres are to take charge and raise the organism from a lower to a higher grade.

The senses gradually develop, and at length the controlling centres of the brain become a factor in movement. The child is now able to grasp at seemingly tangible objects, its prehensile abilities increase, and later its locomotive powers set it upon its feet; it stands erect, balance is at length assured, and the child being able to walk enters into a new world of sense, it explores and learns, it co-ordinates,

and speech presently makes it a man.

It is now that the wise parent begins to teach and train, though it is not impossible to begin even sooner to widen the child's innate powers. The mother's instinct urges her to do everything for the helpless little one and, as a rule, far too much is done; there is too much waiting on the baby after the period when its natural powers should be invoked. The infant South Sea Islander learns to swim before it walks, but it could not learn the art if it was not placed in the water, and many children of more civilized nations would be more independent of nurse or mother if permitted to try, instead of being held back by fond parents.

Every possible means should be tried by the mother to encourage active movement by even young infants. The so-called swaddling clothes, now almost abolished, restricted natural movements, and even the ordinary costume of modern babies has room for improvement. Granting that long skirts are a necessity, the "belly-band," also—even after the navel is healed—once or twice a day, if the baby is stripped and allowed to work its arms and legs as it will, placed on a blanket in a well-warmed room, it will surprise and delight the mother to see how soon the little thing will learn to change its position at will and otherwise develop its muscular powers.

When Baby learns to grip the finger use that grip to lift it slightly, guarding it from all possible injury, and this exercise of the power of the arms in grasping and pulling should be daily, I would almost say hourly, practiced during the entire time it is awake.

Now is the time to accustom the child to use either hand indifferently ; there is no earthly reason why we should not be ambidextrous, save that our early education has been one-sided. Daily the aimless movements of the young infant become more orderly, and an observant mother can adopt numberless exercises that will aid in developing co-ordination. Too much nursing should be avoided ; a healthy child should lie in its crib or in another bed while awake and be content if in the presence of its mother or nurse, and the earlier it becomes used to contenting itself with various soft objects, the colored balls of the kindergarten for instance, the more wear and tear of the mother is saved.

The gymnastics of the nursery is not altogether that of the muscles ; the senses are to be developed as well, and happy is the mother who has enjoyed the training afforded by the system of Froebel ; she will wonder at the aptness of the great teacher as

she sees her own child growing wiser and stronger every day under her training, fashioned on the lines laid down for her guidance.

Assistance given the child should be considered very carefully before being rendered ; if too much is done more will be looked for, the effect being, in the end, to make the child lose belief in itself, and the next time demand aid instead of trying to help itself. Hence, in establishing the nursery gymnasium the mother should remember only to aid when the child has tried and failed, or when, in her judgment, it is absolutely necessary. The only apparatus necessary may be found in the furniture of the room itself ; a tall, firm hassock, or a wooden box upholstered and mounted on rollers is a most valuable aid in teaching Baby to walk, and such simple and ordinary aids, in connection with a bright mother's mind, will be found all that could be given by more elaborate and expensive apparatus.

WHY THE BABY CRIES.

I cry because I'm hungry,
Or had too much to eat ;
I cry because I'm chilly,
Or else have "prickly heat."

Because I want my playthings,
Or else because I don't ;
Because my nurse *will* rock me,
Or, maybe, 'cause she won't.

I cry because I'm sleepy,
And then because I'm not ;
Because my milk's not heated,
And sometimes 'cause 'tis hot.

Because the sun is shining,
Perhaps, because it rains ;
Because I am quite healthy,
Or have some little pains.

I always have a reason,
And this you must not doubt ;
I always have a reason,
I *never* cry without.

I'll tell you now a secret,
You would not guess it soon,
That when I cry the hardest
I'm crying for the moon !

MABEL CRONISE JONES.

DOLLS: PSYCHOLOGICALLY CONSIDERED.

BY MARY LAWRENCE.



HAVE among my acquaintances several most admirable mothers, who have evolved from the most hoydenish of little girls, and several others, who are as conspicuously poor mothers, whose little girlhood was of the most approved doll playing and doll loving type. These facts, observed through a period of several years, have kept more or less active a current of thought which has at last acquired volume enough to lend me courage to attack even so venerable an object of approval and applause as the little girl and her doll.

There are mothers and mothers, capable of various classifications. For my purpose I will divide them into *subjective* and *objective* mothers. The subjective mother views the child as related to herself—*she* forms the basis of her feelings and conduct. The child is dressed in such a way as to gratify the mother's taste; it is taught to behave "prettily," *i. e.*, in such a way as to gratify or amuse the mother or other grown people. It is fed on food cooked and seasoned to suit the mother. It is the children of this class of mothers who are put to bed with their hair in curl papers, who are taken out "calling," dressed in elaborate frocks, and dainty boots; who are kept quiet with candy, and frightened into submission with tales of the "bogie man." The objective mother views herself as related to the child, makes the child the centre of her thoughts and plans. She considers

what is most healthful, most comfortable, most natural, most wholesome for the child. She does not regard slamming doors as a more serious offense than telling a lie, as the subjective mother is apt to do. She reads books and magazines on the subject of child-culture, and, in short, she *studies* her child, and her treatment of the child is modified accordingly.

This survey of the subject leads us to the question, to which class of mothers does the doll-playing child belong, or probably belong? Watch a little girl with her doll. The doll is caressed and talked to while the little mamma is in the humor, and soon thrown aside without warning, or dangled carelessly by the arm, or perhaps pounded furiously in some outbreak of childish temper. The doll is loaded with finery, admired and displayed, but left, without any clothing perhaps, to spend the night under the table. Neglect of the doll brings no penalty, as would be the case with living pets, and the child naturally feels no compunction, is under no obligation to the doll, and amuses herself with it.

Now, it seems to me that this is just the attitude of mind which is to be particularly deprecated in mothers, and to be sedulously avoided in the training of either sex for the duties of parenthood. Yet we have heard so many hundreds of times that the little girl with her doll is a beautiful type of motherhood that we are fain to see some reality in it. Doll playing certainly cultivates some characteristics

that tradition calls "womanly," whether they are so or not. It keeps the little girl at home, confined to the house, or at least the yard. It accustoms her to the same routine of performances, of dressing and undressing, feeding and putting to bed, and repeating it thoughtlessly over and over again.

It seems to me there is no occupation of childhood so devoid of outlook and uplift, so stupefying to the natural activity and curiosity of childhood, as doll-playing. Mamie, at ten years old, has, upon ten separate Christmas trees, received ten—or twenty or thirty—beautiful dolls. Additions to the number are made at each birthday, or homecoming of father or uncles. Displaying these dolls and having them admired, solaces her, and prevents or mitigates the *ennui* that threatens to pervade the mimic nursery. The most beautifully dressed and costly doll is the most highly prized, unless—blessed be childhood!—ragged Jemima or black Chloe is preferred to her bedecked sisters.

Johnnie, at the same age, has, on similar occasions, received building blocks, kites, bow and arrow, sled, skates, books, a velocipede, rabbits and other pets, garden tools, carpenter's tools, perhaps a camera or a rifle, and he prizes these possessions and puts them to good use by the time Mamie is accepting, rather wistfully, perhaps, her last doll. Is it any wonder that Johnnie is better informed, more self-reliant, more vigorous, more generous, more trustworthy, more alert than Mamie? Which of the two is better prepared for the real duties of life, parenthood included? Should doll-playing continue to hold the foremost place in the curriculum of play we arrange for our little daughters, who are to be the mothers of the future—mothers of educated brains and hearts and hands—whose children shall rise up and call them blessed? Should we make a purely artificial distinction in the education of our boys and girls? For myself, I answer a very decided "No!"

A ROSE IN DECEMBER.

BY JANEE HOPE MARR.



HER name is Belle. Belle means beautiful, and she has beautiful eyes and soft, red lips, and the whitest little teeth, and red, red cheeks. She has a bright, beautiful little mind, too, and her spirit is growing sweet and docile. But at one time a spirit which was not beautiful threatened to take possession of her. Then she would stamp her little foot and scream out

for what she wanted to be given to her at once; that she couldn't wait—not a minute. Often what she cried for was costly, or it was neither wholesome, nor suitable, or it was demanded when it was not to be obtained. Then she only demanded it the more. Not one among all her pretty toys could charm her out of fretting for what she had set her heart upon. No matter how often, how patiently her mother explained, she could never

be taught to understand why she was denied what she craved. Reasoning seemed useless, and her mother was much grieved; for mothers look beyond the present and see the woman in the little girl. So this mother thought and thought, fruitlessly, too, till, one day in the midst of these thoughts, in the midst of little Belle's stormy demands, she said, "*I want something.*"

Little Belle stopped short. Here was a view of the case which had never presented itself to her. Her mother, quick to see a promise of what she had striven for so long in vain, repeated: "*I want something. I want a red rose.*"

Little Belle looked all around.

"But I don't see one," she said.

"But you must *get* one," answered her mother. "Go and look."

Belle stepped out into the middle of the floor and surveyed the whole room. She shook her head.

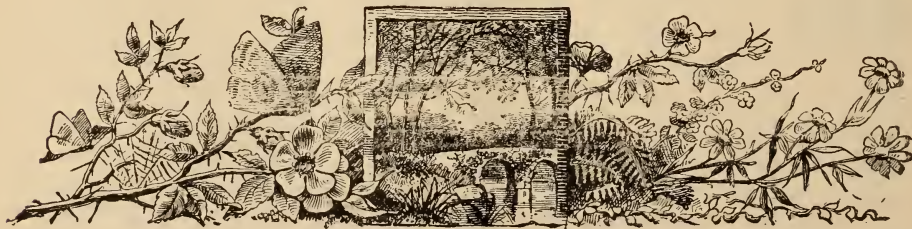
"Look again," charged her mother, "because I *must* have a red rose."

She sent little Belle hunting under the bed and the lounge, on table and bureau and chairs, hunting, hunting, hunting all about the chamber. At last she asked, "Where do roses grow?"

"Out of doors," answered little Belle promptly, and she ran to the window. But, alas! the December snow fell fast and hid from sight the encircling mountains. It covered the ground. It lay thick on housetops and trees and hedges. And the rose bush under the window tapped the pane with bare branches.

Belle gazed and gazed out upon the chill scene. Not a single word did she speak, but when she turned there was a look upon her little face that gladdened her mother's heart. She had read the lesson. And to the further explanation her mother gently added she listened with a grave attention quite new to her.

She did not develop wings on the spot. Goodness is generally of slow growth, even in little girls, but the real beginning of Belle's patience and self-restraint her mother traces to that snowy day. She still has weak moments, but they are easily overcome. Whenever the ugly mood comes on, as it still does now and then, she whispers, "I want a red rose," and the child accepts the reminder, and little Belle's mother has found her rose; but it blooms, not "out of doors," but upon her own hearthstone.



NURSERY PROBLEMS.

The Treatment of a "Mirror-Writing" Child.
To the Editor of BABYHOOD:

Dr. Collins's article on "Mirror-Writing" and kindred troubles interested me exceedingly on account of a case that has come under my observation, and I would like to know *what* "sinister traits" are to be feared for children inclined to speak or write backwards, and what course of treatment or hygiene is required for such a child.

The case in point is a boy nearly three years old, well grown and strong, but not fat. He speaks two languages as well as many babies speak one, but all new words, even now, are turned backwards, although he is overcoming the tendency in all familiar sounds. For instance, cup becomes "puck," mama "nama" etc., at first, and only a few days ago he asked for "Nu Venétail" for "Un évantail."

During teething there was a nervous condition of the genitals, which made him averse to passing his urine or being touched, even for purposes of cleanliness. If his attention was distracted, both operations passed unnoticed, so it could not be pain that made him cry. He is left-handed also, and has frequent nightmares. All the serious symptoms (except nightmare) passed away when he got his last teeth, more than a year ago, and as he has his own home in the country, with "home-made" milk, butter, eggs, vegetables, pony-cart, and *freedom*, his physical chances ought to be good. He has seven grown uncles and two grandfathers living, not to speak of his own father, all ten of whom, physically, mentally and morally, are marked men for clean, and, in many cases, distinguished lives, so that his antecedents are good. He has been examined by the family physician, who only says, "watch him" (or did say so when the nervous condition of the genitals existed), and although he is an exceptional physician, in whom the parents have all confidence, it may be that such cases need more than the "let-alone" system.

The child is still excitable when opposed, but quickly calmed. He is a gentle, affectionate, unusually truthful little fellow, who seems strong and healthy, but he is certainly

nervous, and his past trouble and transposed speech may have more serious significance than appear yet. At any rate, Dr. Collins's warnings have raised our apprehensions, and we ask for more light. E. Z.

In the short article on mirror-writing to which our correspondent refers it was not deemed advisable to detail traits of character that might be associated with or follow a perversion of the writing or speaking instinct, if such an expression can be used to indicate what is meant by mirror-writing and spelling backward. And this, for many reasons, particularly because these phenomena may occur in an otherwise normal child, and their presence be of no other significance than a combination of inherent left-handedness and faulty instruction. This being a fact, it seemed to the writer of the article that his purpose would be best subserved by pointing out in a general way, first of all, the necessity of recognizing this condition as a departure from the normal in every instance, and therefore calling for either moral or physical orthopedy, or both; and secondly, that occasionally it may occur in one who has, or may develop, perversion of some other instinct or trait of character. To detail just what such sinister traits may be would be beyond the purpose of the writer, for he is of the conviction that mothers or parents cannot be told specifically of such possibilities without subjecting them to unnecessary anxiety about problematical futurities that may never occur, and that they are not sufficiently unbiased or unprejudiced in the observation of their

own children to allow them to sit as calm judges in the matter. Therefore, it seemed to the writer then, as it seems to him now, that when a child has, or develops such a condition, the family physician or a specialist in nervous diseases should be made aware of it, that he, by a careful examination, may eliminate the presence of any other departure from normal, and at the same time give specific directions as to what traits in the child's character should be encouraged, and what ones discouraged. For instance, if the child be unnaturally precocious, excessively emotional, or has a decided inclination to pick up bad words and use them, a leaning towards concealment and deceit, a self-pride which is unnatural and out of proportion—such traits are to be looked upon as abnormal, and suitable and stringent measures should be taken for their subversion or eradication.

The little one of which our correspondent speaks is probably of a neurotic disposition, like almost all mirror-writing children, and for such children the most important element in their moral orthopedy is the restraint of precocious tendencies. The fact that during teething there was what she calls "nervous condition of the genitals" does not convey anything, providing there existed no inflammatory condition of those parts, except that probably minor irritations, which are unheeded in most children at a time when their crudely developed nervous system is subjected to a strain, viz., at the time of teething, was in this child sufficient to give rise to incontinence of urine. The fact that,

when the child's attention was distracted, urination and handling of the parts incident to cleansing passed unheeded, shows that the matter was at least partly psychical, and if we may take our cue from this, in addition to the fact that "he is certainly nervous," we would say that the most important things for the parents of such a child to do would be, (1) by patient endeavor overcome the habit of mirror-writing; (2) give particular attention to the development of the child's physique out of doors; and (3) never pander to any passion or prejudices or selfish desires that he may develop.

Biting Nails.

I.

To the Editor of BABYHOOD:

My baby girl is two years old and bites her finger nails. I do not think she is nervous, although she is easily startled. I have tried bitter aloes, and she does not mind it. Can you send me a remedy? S. K. Y.

Denver, Col.

II.

My baby's hands are a disappointment to me. When she was born, just one year ago, everyone remarked upon her beautiful tapering fingers and long shapely nails. Soon after birth she developed a tendency to putting the middle three fingers of her right hand into her mouth when hungry. My nurse seemed to think that sucking so many fingers was unusual and meant nothing permanent. She never put them into her mouth until two or three moments before her regular nursing time, and it was as reliable a signal as the clock's strike. When her teeth began to come she did it more frequently, but after her eight incisors were all through (at nine months old), she went back to her original habit of sucking her fingers only when hungry, with the discouraging addition of putting them into her mouth when going to sleep. Some time ago I discovered that the nails on her right hand had grown "stubby," and I came to the horrible conclusion that she *bites her nails!* Her father says that he

sucked his thumb as a child, but that is the only thing that points to inheritance. Now, how can I stop the habit in so young a child?

She takes nothing yet but cow's milk and Mellin's Food, was nursed at the breast until ten months old, and has had no trouble whatever in cutting her teeth. She is getting the canines now, and although her gums are red and swollen she seems perfectly well and happy.

F. W. C.

It is a very difficult thing to prevent in childhood or to break up in adult life this habit of nail-biting. The problem is practically the same as that of thumb-sucking or any similar habit. The aloes alluded to is a traditional application. So is a solution of quinine. If the habit is not very firmly fixed, the disagreeable taste offends enough to break up the habit. But the weak points of this kind of treatment are that the medicine, if not frequently applied, is sucked or rubbed off, when the taste no longer deters, and that, to some children at least, the bitters are not very disagreeable. Indeed, we once knew one who would return asking for more to be applied. Irritating things like pepper-sauce have been used, but these may irritate the tender skin under the nail, and the child may rub its eyes with the treated finger and excite a troublesome eye inflammation. In the end we have come to regard persistent persuasion, close attention to the child's health (inasmuch as much of thumb-sucking, etc., is an expression of fatigue, sleepiness, hunger or some other discomfort), and in emergency the wearing of a mitten on the hand sucked or bitten as the real reliance in such case.

As regards the second case, it is not clear whether it is one of nail-biting

or thumb-sucking. Thumb or finger-sucking is pretty certain to be abandoned. Nail-biting in childhood, if persistently discouraged, is also generally given up before damage is done. It is doubtful if the biting much modified the shape of the nails, *i. e.*, of the part of the nail not bitten off. We have compared in some families the nails of the nail-biting member with those of the non-biting members, and it seemed to us that there was little change unless the matrix be interfered with, or unless, in popular language, the nails be "bitten to the quick." Of course, if there is a constant irritation of the matrix, thickening and roughening of the nail may occur.

Snuffles; Constipation.

To the Editor of *BABYHOOD*:

Will you kindly advise me in regard to the following:

My baby boy has been troubled with what is commonly termed "snuffles" almost since his birth. Being born Jan. 14, during that intense cold weather, he had an attack of bronchitis when but four weeks old, and a more severe attack at seven weeks. He entirely recovered from both, except the trouble with the nose. Since he was three months old he has been out doors every pleasant day, and is now a strong, healthy babe. By drinking large amounts of cocoa, nutrolactis, a raw egg with milk and wine every day, I have managed to nurse him for the five months, but he will not go longer than two hours, and at times does not then seem satisfied. I occasionally feed him a little diluted milk.

(1.) What treatment would you advise for the "snuffles?"

(2.) What treatment would you advise for a boy, now two years old, who has been troubled with constipation since birth? I am careful in regard to his food. When necessary, which should be used, a laxative or the syringe?

Cortland, N. Y.

M. R.

(1.) We do not think that any domestic treatment beyond keeping the nostrils well cleaned will be of much avail. If such cases are treated at all, the treatment should be specifically directed by the physician, who will instruct you carefully as to details.

(2.) The treatment will be chiefly by dietary, and for your encouragement we say that the trouble will probably decrease in the course of the next year, as his food becomes properly more varied. The enema or glycerine suppositories generally suffice without the use of laxative medicines.

Constipation in Mother and Child.

To the Editor of BABYHOOD :

My baby, four months old, has been badly troubled with constipation since he was eight weeks old (previous to that he was all right), at one time only having three operations in two weeks, and those were brought about by injections of warm water and sweet oil. He is a bright, handsome little fellow and weighs eighteen pounds. I nurse him. I am somewhat constipated myself. Would that affect the milk? Should I change his diet? I do not like to have him depend on medicine entirely. I have consulted a doctor, and he advised castor oil or castoria at night and injection in the morning. When I discontinue the treatment the bowels refuse to act.

A NEW SUBSCRIBER.

His weight shows that he is doing well as to nutrition, and it would be better to give enemata or suppositories pretty regularly than to abandon a good food. But as you are nursing him something may be done by keeping your own bowels in order, and in any case it may be possible to give the baby some laxative artificial food, but this you ought to do only after talking the matter over with your physician.

Partial Dislocation of the Collar Bone.

To the Editor of BABYHOOD :

A week or two ago my little boy, not quite three years old, had a fall, and, at first, we thought he was not injured. Later, I noticed a little lump under his throat on the collar bone, and the physician then told me his collar bone was partly dislocated. He thought, as some days had elapsed, it could not be pulled back, and certainly not without using chloroform, of which I have great horror. The lump is scarcely perceptible now. Do you think, it will be larger in time, or deform him in any way? I have tried to be so careful, as he is my only child. I do not want to make a serious mistake. My boy uses his arm well, and does not seem inconvenienced in any way, only a little sore at first. I do trust an operation will not be necessary. C.

South Carolina.

Taking the case just as you put it (a fall which at first seemed to have caused no injury, followed by and perhaps causing a prominence which is called a partial dislocation of the collar bone), we should say that the injury would, in all probability, never cause him any disability, nor cause any deformity that could be discovered without search for it. If the physician thinks he can reduce the prominence with the use of an anæsthetic, by all means let him try, but, in any case, in a boy we think it not a serious matter. In girls, where the question of future dress has to be considered, the surgeon has to try to correct any prominences.

Excessive Drooling.

To the Editor of BABYHOOD :

My baby, a boy born Aug. 4, 1893, is troubled with continuous, profuse drooling. His mouth always contains a large amount of saliva, his lower jaw habitually droops, and when closed for a moment and then opened the saliva drops from the mouth quite copiously. This necessitates protecting his

dress by bibs, and these bibs are changed a dozen times in the course of the day. He weighs 23 lbs., sleeps well, eats well, is very active, bright and cheerful, and seems to be perfectly well, except for the trouble indicated. He has sixteen well developed teeth. Can you suggest the cause and the remedy for the difficulty?

At the age of three months I put him on modified milk from the Walker Gordon Laboratory in Boston. This was discontinued about Sept. 15, 1894, when I put him on Jersey milk, which he has used continuously up to date. I give him also Graham bread and butter; fruits somewhat sparingly; occasionally a soft-boiled egg, and he drinks water *ad libitum*.

Newton Highlands, Mass.

C.

It does not appear from what you tell what is the cause of the drooling. It would be well to make sure that the nasal passages are not obstructed in any way which makes the child keep its mouth open. You do not say whether the child talks or not.

The Causes of Bed-Wetting.

To the Editor of BABYHOOD:

Can you suggest any remedy to correct bed-wetting?

My little girl is now six years old, and I have tried everything, from medicine to whipping, with little or no effect.

She is a strong girl, in perfect health, and I cannot account for it, as the other children are not troubled this way.

San Francisco, Cal.

M. G.

The trouble is often a very obstinate one indeed. The causes are very various, and in each case the particular cause must be sought for, although it is not always found. If it be found, the treatment is more intelligent; otherwise, it must be on general principles only. One thing certainly will do no good—the whipping. It is best to take the child to a physician familiar with children's diseases; let him take time to search for the cause and then treat the case, and do not be discouraged if the remedy at first selected should not be successful. The causes are often in the structure of the parts; sometimes in local irritations, worms, eczema, etc.; sometimes in conditions of the nervous system, heavy sleep, ill-arranged dietary, etc.



MAKE THEM HAPPY.

BY ALICE L. ROOT, M. D., BOSTON.



WHOM should we make happy? Our children, of course.

Make home attractive, fathers and mothers, and keep the boys and girls under the home roof by being a boy and girl

with them. Enter into their amusements, furnish them with some occupation, or several occupations if need be, in which they take an especial interest. Know the companions and playmates of your children. If John or Mary introduces into the family

circle a stranger, do not look cross and wish they would cease bringing home strange children. A kind word and a bright smile is much better, and will go far toward making your own boy and girl happy. Enter into conversation with the strange child ; find out, in a gentle manner, who and what he is. Watch him, unobserved, at his play, and very soon you will be able to determine whether or not the child is a fit associate for your own children.

If home amusements are furnished to our children, and their young friends, we shall soon discover that they have not the desire to be almost anywhere but in their own homes.

More particularly is agreeable occupation needed for the long evenings of winter, and many are the ways of providing pleasure for the children as well as parents.

The piano is a source of unfailing pleasure in the home, all ages can gather around it, and a pleasant evening may be passed in musical pastime.

It is desirable to encourage boys to learn music—the piano, violin, bass-viol, cornet, or vocal music, it matters not which it may be, so long as they are brought under the refining influence of musical culture. To boys who are fond of music it is no hardship to pass their leisure hours in this eminently social and domestic manner. I would not in this connection force children—boy or girl—to try to cultivate what is not in them. There is a proper limitation to all things, and it would be useless to engage in a persistent, serious, and profound study, to attain to any de-

gree of excellence, if lacking in a natural affinity for music. The intelligent practice of singing, however, is a great developer of the lungs, doing much to strengthen the pulmonary apparatus, expand the chest, and give room for the full play of these vital organs. Glee clubs, and evenings set apart for choral union singing are intensely interesting to most children, and through their fascinating influence tend to divert the mind from more gross and exhausting pursuits.

Dancing must next be considered, principally from a health standpoint. At the present day there are but few people who object to moderate dancing. What is dancing but a mere rhythmic hopping up and down, posing, and balancing, which, unquestionably, develops the muscular system of the back and lower limbs, expands the lungs, and starts the blood to moving vigorously? As a physical exercise, it cannot but be looked upon with favor; as to pleasure, it is the bodily expression of intense, joyous feeling. We have viewed dancing in its favorable light, let us now take up its objectionable points. First, the obnoxious late evening parties, with their risk from exposure. Second, the evening supper, at an unaccustomed hour, formed of materials to tempt the palate and degenerate the stomach, and, through sympathy, the whole physical system. Third, the carelessness of parents in allowing delicate children, or those with a severe cold, to attend dancing lessons without a watchful care being placed over them. Fourth, the indiscriminate mingling of sexes, the pure with the impure, the modest with the immodest, and so on.

When the evils here referred to are not allowed to exist, dancing, without excess, can injure no one. An occasional private dancing party in the home, closing at a reasonable hour, is a pleasure to young and old alike. The mind and body demand exercise, and the stimulus of preparation for and attending such festivities has its benefit, which should not be ignored.

Cards are another source of amusement. It is difficult to understand why there is so much opposition to the harmless social domestic amusement of playing cards. Is it because there are gamblers? Are there not gamblers in a speculative way, as well? And might we not, with the same propriety, remove all money from the sight or touch of our children for fear of temptation in its use? Cards, to many, are the most engrossing of amusements. If the youth is encouraged in card-playing at home, he will not care to surreptitiously in-

dulge in card-playing away from home. It is a fact that often the greatest attraction of card-playing seems to arise from the novelty and fascination of stealing away to some hiding place, in company with others, to indulge in the game.

According to the common usages of society, we and our children must conform to the manners of the world around us or we shall be deemed singular, and our children proclaimed as odd. We, perhaps, should not mind this; but our children may be made unhappy thereby, and it is the duty of all parents to make each child within their household as happy as possible.

To insure the physical health of your child is to attend to the moral health, and this may be attained by making the home attractive. This will cost but a small effort, but that effort must be made earnestly and kindly, and we shall find our reward in the happiness of our children.

THE MOTHER'S PARLIAMENT.

—Is an "old maid"

Jerking the Reins. eligible to a seat in the "Mothers' Parliament?" My credentials? Well, it is true, God in his wisdom (or man in his short-sightedness) has never called me to a home of my own, but I belong to a large family of brothers and sisters—all married except myself—and I have *fifteen* nephews and nieces, and wherever measles, or whooping-cough, or scarlatina, or new babies are, there am I in the midst; and if there is, in the whole "Parliament," one mother

who makes more gingham aprons, little duck pants, little cotton and woolen nightgowns, or darns more little stockings, or picks more "prickers" from little bare feet, or kisses more bumps and bruises, or mends more broken dolls, or makes more "squawkers," etc., than I do, I want to take her by the hand and say, "You must be very busy, my dear!" Besides, I read every number of **BABYHOOD** from cover to cover, and ponder its precepts in my heart. If I have thus established my right to a

seat in your Parliament I want to say a word.

A friend of mine who taught the negroes of Georgia in the early days after the war once told me this little incident: One hot day her school was so restless and noisy that her stock of patience gave out, and she exclaimed: "You must obey me better. From now on I'm going to draw the reins tighter!" One old gray-haired negro, who was laboriously spelling out his *a-b* "*abs*," looked up and replied, "All right, Missus, draw 'em just as tight as ye please, only don't juk 'em!" Yes, my dears, I insist that most of you *do* "jerk the reins," unconsciously, it is true, but true nevertheless.

As a case in point, our little two-and-a-half year old Rob came toddling into the library the other day with a whole loaf of bread in his little fat arms, nibbling away at one corner of it. Mamma laughed and called Aunt Cynthia to come and see him. Of course I laughed too—who could help it? It seemed a harmless thing for the little fellow to reach up and take a loaf of fresh bread from the table. The next day mamma set a bowl of grape juice, just made ready for jelly, on the same table. Rob reached for it and upset the whole of it all over his curly head, white dress, and the clean kitchen floor. The naughty child! He not only got scolded, but *spanked* as well. (Rob's mamma is a reasonable woman, too, and taught school with marked success before she was married.) After Rob had been washed and dressed and the floor cleaned, the clouds still hung heavy around mamma's brow, and were only

dispelled when poor little Rob, with quivering lip, asked, "Mamma, don't 'oo love me?"

Yesterday, for a similar offense, he was the hero of the moment. To-day, after having been half-frightened to death by the result of his action, he was scolded and punished. The only solution of the problem to his baby mind was that mamma did not love him to-day.

If we mothers and aunts would only learn to look more carefully to the motive of an action, and less to the results, how many "jerks" we would save our little ones! It often requires more self-control to restrain a smile than a frown, but do let us try not to punish to-morrow for an offense which we laugh at to-day, or, rather, not to laugh to-day at that for which we may punish to-morrow.—*Aunt Cynthia*.

Another Word on —The articles
Hernia and its which have ap-
Treatment. peared from time
to time in the columns of *BABYHOOD* on
the subject of hernia have interested
me more than a little, and have tempt-
ed me to give my own experience in
the matter.

My two children, the elder four and the younger two years old, arrived in this world somewhat in advance of their proper time, and consequently showed a weakness of the navel which resulted in slight hernia before the monthly nurse had left in either case. As I was quite inexperienced, I followed the advice of my physician and placed on my first child for a few months a flat button, held in position by adhesive plaster an inch wide and

about six inches long. After a time, thinking the trouble entirely cured, I left off the button, only to realize my mistake when the child's crying brought back the difficulty. I then used a button-mould, covered with fine linen, and placed the rounded side against the navel, held in position by crossed pieces of adhesive plaster from three to four inches in length, and an inch wide. No benefit resulted, and I took her to a specialist on children's diseases, who prescribed a large hard-rubber umbilical button, similar in shape to the button-mould, an inch and a quarter in diameter and slightly thicker, to be held in place by a band of adhesive plaster three inches wide and extending nearly half way around the body. Irritation of the skin naturally ensued, but this difficulty was overcome by powdering the sore spots with boracic acid. After three months I again took the child to this same specialist who pronounced her better, but changed the treatment, and prescribed a *pointed* rubber button, with the point projecting slightly upward. She wore this button for quite a year, and each time it was left off the hernia appeared in its original force; but knowing nothing better, I persevered in this same course.

When No. 2 arrived and developed hernia likewise, I began where I left off with the elder. I made a pyramid of absorbent lint held in place by one large band of plaster. Finally, a third physician advised abandoning the pointed treatment and returning to flat button-moulds, still placed rounded side against the umbilicus, and held in place by strips of plaster a few inches only in length and about

a half-inch wide, forming a St. Andrew's cross, and placed each week alternately straight and diagonal. The children have improved, but are not yet well, although I have followed the latter treatment for about a year.

The trouble is quite slight at present with each, but naturally I wish them perfectly well and strong.—*A. B. C., Chester Co., Pa.*

A Railway Lesson.

—One day not long since I was seated in a railway coach enjoying the view of rural scenes as the train glided swiftly across the fields and through the woods. The merry prattle of my baby girl added to my entertainment, and I was so attentive to her happiness that I took no note of my fellow-travelers until two voices behind me aroused my interest.

"Character is worth more than anything we can give our children," said one.

"Yes, indeed, and how much depends on example! I saw a mother enter the car the other day with several little children. She had a ticket for herself and was anxious for the eldest child to pass for half fare. 'Sit down! sit down!' she exclaimed to the little girl as the conductor came in at the door, but there was not room for the bundles. 'Get down on your knees, quick,' was the next command, and the woman succeeded in getting her through for half price. The child then straightened up again."

"But I would rather have paid double fare than given one of my children such a lesson in deception," said the gentleman occupying the same seat.

"Yes, indeed, I think I should, too;

what is money compared with character? The child received an impression which will never be effaced from its mind."

"Strange that a mother could do such a thing," was the reply.

I heard no more, but clasped my bright-eyed baby to my heart and prayed that her life might never be shadowed by any false act of mine.—

E. C. S.

A Steamboat
Lesson.

—The other day, going from Philadelphia, on a steamboat, to one of the pleasant family resorts on the Delaware, I was interested in watching a family party near me, two women, a young girl and a baby girl, who looked about two years old. The mother of the child was a neatly dressed, rather intelligent looking young woman of some refinement. The little child was rather thin and pale, with a certain heaviness about the eyes, suggestive of derangement of the stomach, I thought—soon, alas! I was to *know*.

They had taken seats on the crowded deck just beside me, and I had a splendid chance to observe their method of entertaining the baby. A grip, quite innocent looking, was promptly produced by the mother, opened, and from its depths two cakes, resembling vanilla wafers, were taken and given to Baby, one in each little hand. I thought of the *single* cakes doled out in fragments to my own little boy, a year older, and wondered at such prodigality. My enlightenment, however, was yet to come. The two cakes promptly disappeared from view, and the baby remarked somewhat impera-

tively, "More cake." With my own BABYHOOD ideas on the subject, I expected of course a gentle but firm refusal. I was doomed to disappointment. The grip, not quite so innocent looking now, was again opened, and this time to my horror-stricken gaze a *bun* was revealed. Not the plain, home-made rusk of our childhood, but a long, thin, sticky, sugar-coated atrocity with currants in it. By this time I felt like moving a little further away, but there was no available space, so with a half-morbid fascination I watched this cake follow its two predecessors. Well, surely, this must be the last.

"More cake," demanded the baby voice, and one little hand pointed towards that dreadful grip. "In there," she said calmly. The mother had grace enough to gaze at her friend in a helpless sort of hesitation for a moment, then both burst into a laugh, and for the third time was that bag opened, and a second bun, the rival of the first in toughness and stickiness, was placed in those outstretched tiny hands. It disappeared even more rapidly than the rest. "More cake," said this small Oliver Twist, and more cake it was, until a third, and finally a fourth bun had been actually taken from the depths of that dreadful grip and consumed by that poor little baby. Heavy-eyed! Pale! It was a wonder that she could hold up her head at all with that indigestible mass of dough in the long-suffering little stomach. After the fourth bun had vanished, the baby—suppose we say Ida—was assured by her mother that there were no more cakes. "The rest

had jumped into the river." Ida appeared satisfied, and after face and hands had been wiped, started on a tour of investigation around the deck. Her mother promptly nipped this plan in the bud by saying: "Don't go over there, Ida, for that little boy will throw you in the river." He looked like a very inoffensive, small boy, not at all as if he were cherishing such fell designs, and when it was followed by "Don't do that, Ida, or mamma will throw you in the river," one could understand that it was hardly, well—*literal*. When the restless little feet started on another exploration it was, "If you go there, Ida, the rat will bite you; he will bite your nose and your toes. Mamma saw that rat just now."

By this time the boat was almost at the wharf, and I, with a strong effort to overcome the repugnance I now felt for this worse than thoughtless mother, asked her the age of her baby. "Two years and five months" was the rejoinder, and the true mother-interest and pride were in her voice.

I felt sick at heart as I turned away, and I wished so fervently that such a magazine as *BABYHOOD*, with its high moral and physical standard, could be placed in the hands of this mother and thousands like her, fairly educated, fairly well-to-do, who yet, in this vital matter of child-training, can calmly stuff the little bodies with unwholesome food and the little minds with what are neither more nor less than *lies*. With a stunted body and a stunted mind, what chance has that tiny baby girl in the warfare of life? Just thoughtlessness, I know,

but is it not criminal thoughtlessness? And will not that young mother be held accountable for the way the little pliable life is moulded in her hands? It is not alone the ignorant mothers of the slums who neglect the moral and physical welfare of their little ones. That is the pity of it.—*A. P. T.*

A Crime Confessed. —The criminal was very short of stature. For the "rogue's gallery" the other items would have been olive complexion, bright color, black hair and unusually large dark eyes—very handsome, you will say, very, and an altogether strikingly charming malefactor, for moral grace was yet evident.

The crime had been committed the day before. The culprit now stood in a dark hall, near the door of an adjoining room. It was 11 P. M. The door stood slightly ajar. With anxious glance the weary face peered into the room. There sat a figure in a large chair by the fire in the *abandon* of sound sleep, all unconscious of the dark deed committed in his household.

With slow, guilt-laden steps the weary form crept towards the sleeper, looked into the face he knew so well, stood for a moment while visions of his crime passed before him—the steps that led to its final completion, his prompt refusal to be tempted, the persistent voice of his comrade holding up alluring promises, the anticipated treasure, the weakening resistance, the surrender.

His breath came fitfully, his lips trembled, his voice could find no utterance, remorse bid fair to hold

silent sway. A moment more the sleeper is roused by the broken cry of the six-year-old: "Papa, I *smoked*!" (The pipe was filled with cornsilk.)—*T*

—Passing along a Brooklyn street one morning, in a desirable locality, the attention of the writer was called to some sharp words passing between two nurses. They were capable, bright-looking girls about fifteen years of age and were wheeling two baby carriages. The little occupants were nestled away in clouds of lace and silk, with every indication of external comfort. The quarrel of the nurses grew livelier; spite must have vent; an exchange of smart pinches on each other's charges brought relief. The babies, of course, lifted up their voices and wept.

Less display and more wages paid for older judgment might meet this department of infant sociology.—*L. K. T., Brooklyn.*

—May I say a word about "Old Jake?"
 "Where "Old Jake"
 Failed.

I have often used the same plan, substituting another name. Even this fails sometimes and stronger measures are needed, and yet I do not approve of many "spankings." The punishment I find most effective with my mischievous little lady is to take a soft, long cloth and tie her around the waist to a chair, and keep her there from three to five minutes, according to the offense. Like all children, she hates to keep still, and to be deprived of her freedom is quite a grief to her.

"C. A. H." may find my plan useful
 —*B. McC.*

Wanted—Fair
 Criticism of the
 Fathers.

—Did any other woman's heart protest against the thought finding expression in *BABYHOOD*, that the fathers "in the family annals" are "too often a blank space or a dreaded power?"

Mine did, and while I may not speak of the best father I know, lest I might be accused of partiality, many another one comes before my mind, and I question whether the interest in all matters pertaining to the rearing of children, the scientific child-study, which is one of the noblest "fads" of our generation, has not improved the fathers as well as the mothers.

"Well, I have had six children, but I never undressed one of them," said a middle-aged man to his young son-in-law, who offered to relieve his tired wife by putting the six-months old baby to bed."

"I used to tell John I thought he hardly knew which end of the baby ought to be held uppermost" said a grandmother, recalling her days of young motherhood, and congratulating a married daughter on her "handy" husband.

And it is not alone the cultured fathers who know what the word should mean. "A common working-man" it was who, all through the hottest nights of a hot summer would help his wife get the older children to bed and then, each taking one of the sickly twins, who were the last comers of their large family, the parents went and sat all night on the high bridge over the railroad track near by, where they

caught some cooling breezes which would not reach their little house. He toiled all day long for his family, but that was not enough while the poor little babies needed comforting. "And he has so many others!" said the lady who told me.

She had none, and so could not understand how, to the true father and mother heart, no one child takes another's place, and each is so precious.

I do not wish to deny that there are many fathers who do not feel or understand their responsibilities, who are almost strangers to their children. So are there mothers, plenty of them, who may be thus described.

"Wanted"—parents who shall be

all that parents should, and who shall train their sons for fathers as carefully as they train their daughters for mothers.—*F. T. R.*

—For the benefit of those mothers that have children troubled with enlarged tonsils or growths, I would like to relate my experience with my seven-year-old son, who has just had the operation for the removal of the tonsils performed. I first told him that they would have to be removed, as he knew what continual sore throats he was constantly troubled with, which would naturally then cease; he then inquired whether it would hurt. As I believe in being

"What a Lovely Complexion!"

"ISN'T her complexion charming!" These are expressions we hear every day, made by women in reference to others, which reveal a pardonable envy, and one which can be gratified.

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Shopping tours, dances and entertainments indulged in, will leave you utterly fagged out, unless you are obtaining all the value from your food; and it is so easy to accomplish this that you will wonder no one has spoken to you of it before.

Try with each meal, and at bed-time, a wine-glassful or more of the **Genuine Johann Hoff's Malt Extract**, which you will find to be most acceptable to the palate as a beverage, and will lift you right on to the plane of the vivacious and trim-figured sister you admire so much, and who seems capable of enduring endless fatigue.

Then, again, we must remember the nursing mother, where two lives are dependent upon the proper nourishing of the one. Surely nothing can be more valuable to the mother, nor give more comfort to the baby, by producing a generous flow of milk, than the

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Defective nutrition is the foundation of all ailments.

A healthy, well nourished body can withstand almost any disease. There is resistance power in such a body.

I have been taking the *Genuine Johann Hoff's Malt Extract* myself for a year or so, and find it an excellent tonic and appetizer. Without doubt it is the best Malt Extract in the market.

W. A. WURTMER, Druggist, Chestnut Hill.

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strictly truthful to little ones, I told him it would hurt a little, but that, as he was getting a big boy now, he could stand a little pain, just like a man, and he promised he would be good and let the doctor do it.

He kept his promise and let the physician take the tonsil out without a murmur ; but as it hurt afterwards more than he anticipated, he said he would not let the doctor take the other tonsil out, which was to be done the following week. I said, "Very well, next winter, when you will be invited to all

the birthday parties that come along, and you will have to stay at home because you have a sore throat, as it has happened many times before, do not complain ; so do as you please about it." He then naturally thought better of it and finally consented to go again. He went, and without a tear or a struggle had the other tonsil removed. Now we are both thankful it is over, as the operation is so simple, untended with any danger, and the child already shows the benefits of the operation.—*L. W.*

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ARE CHILDREN'S FALSEHOODS WICKED?

BY NATHAN OPPENHEIM, M.D.

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EVERYONE has noticed the attempts of a very young child to co-ordinate his movements correctly, as in trying to grasp, trying accurately to touch, trying to walk. The very imperfection of the child's efforts seems natural, although the trials may fall short of success for many months, even for years. Our common experience and the evidence of our eyes tell us that in highly developed organisms the full flourishing of ordinary faculties is a lengthy process, which may be acquired only by many efforts, by ceaseless trying. This is more readily understood when one considers how complicated, how delicate an operation the mere picking up of a pin is. The object must be recognized by the eye, the recognition telegraphed to the brain and there converted into energy which travels accurately to the exact muscles and sets of muscles that are needed to accomplish the desired act. Finally, we have the completed act and the consciousness of it. All this is a really wonderful adaptation of a wonderful mechanism.

Again, we recognize the almost boundless difficulty that a child has in drawing a simple picture. We are helped in our recognition of the difficulty by the very crudity of the endeavors—a most important aid. So is it in the developing process of speech, for every mother knows the thrill of wonderment that she experiences when her child learns to lisp the beautiful word *mamma*. On the other hand we are not conscious of the growth of the faculty of sight, because there we have not the aid of our senses to help us to appreciate the real experiences through which the child goes. All the same the infant is born practically blind and gradually learns to see. The process of recognizing things clearly is one of gradual acquirement, which should not be looked for in infancy and early childhood. Similar conclusions might be shown in regard to the various other senses and physical functions, each one, no matter how unimportant, being plainly seen to require experience and training in order to attain a full and free exercise with the accompanying skill. It naturally follows that faculties

which depend upon the finest adjustment of nerve forces, as well as upon the right working of other functions, upon experience, are the last to attain their full growth and activity. A chick just emerging from the shell will, with marvelous accuracy, pick up a grain of corn; but a child—an immeasurably higher animal—requires years before he can with efficiency provide for his own needs.

The mere possession of certain faculties does not necessarily mean maturity and full use of them, especially when the organism is highly developed and so needs much time and practice for thorough expression. For this reason a child may have perfect organs and possibility of sight and still not for a long time see correctly; he may have full possibilities for hearing and still be far from properly interpreting sounds; his tactile and muscular sense may be without any fact of actual disorder or disease and still be far from perfect in ability to make a decision of touch or weight. But even omitting the fact of undeveloped faculties, we need a long time of experience to change impressions into conscious facts of reasoning. The fact that a baby is able to recognize heat does not necessarily mean that he is able to know the dangers of being burnt, nor does he necessarily understand that a fine shade of red gives a more pleasurable sensation than a heavy black, even though he be able to distinguish between them.

A similar method of reasoning thoroughly carried out will show, again, that besides the possession of mere faculties much time and experi-

ence are necessary for their thorough development and the correct interpretation of the impressions which they afford. The result of these considerations so far pursued would be merely that a certain full measure of experience is necessary for the active use of the senses. But in understanding and stating a thing much more is desirable. The child must in addition be able correctly to classify and arrange his impressions, to place each part of the whole idea in such relations that it will have its due proportion and importance, and then to state the whole matter in a like order of arrangement. And to accomplish this thing is not easy; there are countless avenues for divergence, for starting off from the straight and exact path of true representations. Just as his hand in an attempt to sketch will make random and futile marks, so may the mind act in like erratic and wandering ways, until by practice and careful endeavor it finds its proper method of expression.

Even under favoring circumstances this could come about only after years of trying. In the meanwhile the child's intentions may be perfectly honest as far as expressing a sensation or thought is concerned. The trouble then is two-fold: in the lack of clear perception and application, and in the impossibility of exact portrayal of what is intended.

Likewise should we keep in mind how sensitive children are to suggestions. In the case of such errors as are described above, the little one becomes used to having his remarks treated with doubt, with unbelief, with amusement or indifference. Not

a fraction of the care devoted to teaching him the danger of burning himself is given to disciplining and correcting his methods of observation and expression. On the contrary, the ordinary mistakes are treated as if they were witticisms, the child is applauded for them, just as his "baby-talk" is constantly repeated by relatives in the most affectionate and approving tones, with the natural result that the little one comes to feel the necessity of perpetuating the very things which retard him, which make him less reliable. It would be unnatural under such circumstances for him to tell the truth or to be exact.

All this happens when the child is in a perfectly normal state, even when his mind has not been disturbed by repeated injurious impressions which tend to create a habit, or when this habit has not been strengthened by the monotonous iteration of learning by rote. When, in addition, we have abnormal physical conditions the errors are naturally much exaggerated, and the wide range of this cause of falsehoods is surprising.

One of the commonest predisposing conditions is disorders of the stomach and intestines, to which children are so readily subject. In such a condition there is usually a greater or less amount of "spoiling" of food, of putrefaction and fermentation. These give rise to the formation of irritating or poisonous gases, which may not only injure the physical condition, but may also affect the mind. Indeed, the cause may act so strongly as to have the effect of a full illusion, while the child may be condemned on the score of an abnormal mental con-

dition. Again, there are many slightly understood conditions of the eye by which the appearance of things is changed, so that the child's very honesty and faithfulness of expression may be taken for falseness or intention. Sometimes the distribution of the optic nerve may be abnormal; sometimes congested blood-vessels may give rise to curious images and shadows; sometimes the movements of the blood corpuscles are seen, pulsations in the arteries; frequently enough parts of the eye are injured, so that scars and opacities are formed, to the end that impressions received differ from the ordinary.

The mucous membranes also are easily subject to disorders which will act to like effect. Everybody has heard of curious abnormal effects which pathological conditions of the sexual mucous membranes may occasion. Some of these are very curious, recondite, and their extent is unlimited. I have seen extraordinary mental twisting arise from this cause. Or the lining of the nose, the throat, the middle ear may be at fault. Such abnormal conditions may act in producing unusual noises, which are heard as sounds coming from without, bearing more or less meaning; or they may produce reflexes impressioned on the brain which likewise bear the same importance to the child as actual events which happen about him.

Again, the nervous impressionability of children is very great, as we may see any day. As an instance I may cite the case of a little patient of mine who once was grasped for a moment by a runaway monkey. She was so much disturbed and depressed by this accident

that her habit of mind is seriously distorted. Anything which in any way can be suggested by the disturbing impression is always uppermost and is constantly recurring in her speech. Thus she will tell all sorts of improbable tales, which have not the least foundation in fact, but which she really believes to be actual experiences. Less striking facts are happening every day, most of all when little ones lead a "nervous" life, when they keep late hours, when they have an undue amount of excitement as far as social life, amusement or daily employment goes.

These are some of the reasons why children are not to be thought of as naturally truthful. In fact, truth, as we usually understand it, is not to be expected, is really unnatural, is to be labored for as any other product of acquirement and discipline. Our usual method of rebuking and of punishing a child for falsehood is really as illogical as reproof for inability to draw, to play a musical instrument, to learn handwriting at a glance. A child should be blamed for lying only after tried and proved

ability to recognize, discriminate and tell the truth; in addition, only after it has been definitely decided that his physical and mental conditions are normal; after we feel sure that his environment has been so normal, sweet and clear that every predisposing cause from this side has been removed; after we have eliminated all facts which could possibly act in the way of making subjective impressions, of whatever intensity, which might lead the child to a misapprehension and misstatement of facts.

You will say then that children are not to be held to a strict accountability for infractions of the truth, and that these infractions are not to be corrected by punishment. When you have said that, you have come as near to the truth as most people usually get.

Are children then to be permitted to be regularly untruthful? Not by any means. They are to be *enabled* to speak the truth, they are to be taught to speak the truth, just as they must be enabled and taught to use any other accomplishment which is of surpassing beauty and value.



SECOND DENTITION.

BY GENEVIEVE TUCKER, M. D.



THE first tooth marks an epoch in the infant's life. The news that "Baby has a tooth" is announced to each visitor and member of the family. Oh, that it could be photographed for the little one's comfort; for many times a day he is made to open his mouth to show the pearly white line peeping above the pink gum. The consequent ills of "teething," real and imaginary, are safely passed, and teeth cease to be a novelty to the fond parents. The infant merges into childhood, and second dentition is reached with little or no attention given to this important period.

The first teeth of the permanent set appear beyond the last ones of the baby teeth, and are called the "six-year molars," from the time of their appearance. From this time until the "twelve-year molars" are cut, the temporary, or milk teeth are replaced by permanent ones in the following order: in the seventh year the middle incisors; in the eighth year the two lateral incisors; in the ninth year the first of the two pointed teeth or bicuspid; in the tenth year the second bicuspid; in the eleventh year the canine; and these are followed by the twelve-year molars, after which occurs a long interval of rest, until the appearance of the wisdom teeth, from the seventeenth to the twenty-first year, completes the second dentition.

It is this period of great dental activity, from six to twelve years of age, which is the important and neg-

lected one. Why so important? Because a tooth is made but *once*, and the results of this making can never be changed afterward in any degree. Poorly developed muscles, nerves and bones, by systematic treatment, can be improved and restored at any period of life. Not so with the teeth. "Built once they are built forever." It is this fact that makes it essential to attend to their original formation. It is well known that the development of the body, in all its constituent parts, is a process nature carries on through the circulation by absorption of the food; consequently, the food has all to do with this process, and must contain the elements necessary for the formation of bone, muscle and the different tissues. In the physiological process, then, for good serviceable teeth to be organized, the growing, forming ones must have the right dental materials furnished in the food eaten by the child.

The larger portion of a tooth consists of ivory or dentine. This ivory is covered by enamel in the exposed portion, by cement in the root portion. The blood-vessels and the nerves for the nourishment of the tooth are found in the ivory in a central cavity.

From 75 per cent. to 95 per cent. of the enamel, cement and ivory consists of inorganic material, viz: lime or calcareous salts, and these must be supplied in the food to build durable teeth. If not supplied in abundant quantity to give strength and hardness to these

useful organs, the result will be weak, frail and rapidly decaying teeth. What food will give the necessary lime salts? Nature never creates a demand without furnishing a liberal supply.

In the outside covering of all cereals are found abundant dental materials that by simple preparation can be easily taken and appropriated by our children in the organization of good, strong teeth. It is in the husk and bran of our wheat, corn, oats and rye that we find the calcareous salts. These lime salts are not found in meat, eggs, potatoes, peas, beans or sweets; nor in the nitrogenous materials, starches and sugar, neither can they be taken in lime water. Cracked wheat, rolled oats, patent wheat flour and other preparations which dispose of the outside hull do not give the requisite dental food. One has aptly said: "We shut our eyes and permit the miller to throw the husks and chaff of our grains away, and feed it to his hogs and cattle. They, as all know, have strong, hard teeth."

From six to twelve years of age is a period of great development in child life. The changes wrought in the muscular, osseous and nervous systems are equal to those of the dental organs, added to which is the mental growth and brain activity of school life. Alike do all these different tissues demand the right nutrients, and attention must not be given one to the neglect or detriment of another. One must not build good teeth at the expense of healthy nerves and muscles. Nor need this be, for the cereals, which are almost the only source of dental material, are rich in nitrogenous and

starchy matter, and that in such form as is most easy of digestion and assimilation by the different organs. Hence it follows that when whole wheat, graham and rye bread, oat and corn mushes, and other preparations of these grains enter largely into a child's diet, we are furnishing the very best materials possible for the building up of the supply of waste and repair in the child's economy.

Second dentition does not affect the child's health, in the direct causation of any special diseases, but often it depresses and lowers the vital tone of the system. Particularly is this true in the cutting of the six and twelve-year molars. No child should enter upon school life until the six-year molars are well developed, at which time, also, are completed the foundation germs of those permanent teeth which replace the baby ones. The building up of these germs into teeth when proper nutrients are supplied does not tax the system as in their primary formation.

Again, when the "twelve year molars" are developed, the germs of the wisdom teeth are also organized. During this period how often John or Mary do not seem well, and yet are not sick. They are inclined to be peevish and fretful; there may be some stomach indigestion; perhaps the tongue is slightly coated; you cannot call them well, neither are they sick, but something is wrong, for they are not like themselves. For this various causes are given: the heat of summer, the cold of winter, too dry or too wet weather, the impure air of the school-room, overstudy, too little or too much play. This state may continue for

weeks, even for several months. If the family physician is consulted, nine times out of ten he looks at the tongue and prescribes for some stomach derangement, and the true cause is entirely overlooked, viz., the swollen, irritated gums over the developing twelve-year molars in an already overcrowded jaw. Happy if John or Mary be given a vacation now from school life. It has been demonstrated by Drs. J. L. Williams, D. M. Parker, and others, who have given the subject great attention, that any mental strain or overwork will greatly deteriorate the dental growth. Every child of twelve years is under such strain in the high pressure system of our public schools, and requires a vacation at this time. After these molars are developed, the increased ability to do mental work will soon cover the ground lost in the school work during the prescribed rest.

Second dentition is influenced by the care of the child's first teeth. Just before the time for the eruption of the second tooth the first tooth which it is to replace should loosen and fall out. If for any reason the first tooth should be lost before the time for the second tooth to erupt, the jaw will contract, and in consequence the second teeth will be crowded and crooked, which tends to their decay. For this reason keep the infant's teeth clean to prevent decay, and if cavities occur have them filled and preserved until it is time for the second teeth to appear, that the shape of the jaw may not interfere with second dentition. Teeth are of value, and the important period of second dentition requires careful and intelligent attention from parents and guardians, for crowns, plates, fillings and false teeth can never compare in utility with the God-made organs they supplant.

NEGLECTED OBLIGATIONS.

BY HALSEY L. WOOD, A. M. M. D.

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THE problem we are trying to consider in this article is why nature deliberately sets so many young people in the world who are apparently unfitted for the battle of life, and certainly have no power to excel in any direction. Many of them appear to have everything else, but they either fail, or make the most moderate sort of success in whatever they attempt. In searching for the cause of this we are led to think that

a more careful study of the child by parents, both in its physical and mental character, is decidedly called for.

As a rule, parents give little real study to child character. They notice marked differences of taste and disposition; they wonder, at times with amazement and it may be alarm, at manifestations of excitement, or even violence; but commonly it ends in wonder and the temporary disturbance brought on by the particular act exciting it. Rarely do they attempt

to find causes, and still more rarely do they seek the advice of a physician, giving him a full account of the manifestations, that he may translate their significance for them.

It is in early life that these indications are of especial value, and attention should be called to them as soon as they arise. It will thus be clear that all have a meaning, and upon their proper interpretation may depend not only future health, but success as well as happiness. The peculiarities alluded to do not always take the form of passionate outbursts, but more often perhaps they are manifested in oddities of thought and expression, unusual acts, and, it may be, perversions of natural instincts or tastes.

Such are not to be passed by as simply odd and peculiar; they may indicate the inception of serious conditions. The cause is there, but it is often the case that we cannot easily discover it. The advice of one who has had especial experience should be sought on the occurrence of unusual or suggestive acts in the young. The nervous system is in a peculiarly susceptible condition at such a time, and its indications should not be neglected. By these means morbid self-consciousness, an infirmity—for it is really that—or any other state peculiar to children of certain nervous organizations can often, through anticipation, be entirely removed.

But does it not seem superfluous and absurd to announce so obvious a truth as this, viz.: that the early youth of the child should be not only nurtured, but guided and protected? The nurseryman would laugh at you if you should tell him that he

needed to correct a tendency to crook in a young pear tree; the builders of houses and ships, the breeders of fine horses and stock, all appreciate the importance of especial attention in the early stages of building and breeding. But, strangely enough, if it is a son to be developed he will often see his father only on Sunday, and his mother only in the middle of the day, should she chance to visit the nursery. His mind and morals are often molded by the governess and nurse girls, of whom, in many instances, a boy will see more and whom he minds better than he does his own father. From these he graduates to some tutor's kind mercies.

You will meet a man who can tell you his horse's pedigree from A to Z, he will know why he lost this or won that race; in short he will be a walking encyclopædia of horse-lore. Ask him about his own boy—what his studies are, what subjects particularly interest him—and the chances are that he will be completely floored. He has not in truth had as much interest in his own boy as in his horse! Finally, the father wakes to the realization of the fact that he has a boy whose future he must consider, and that he must do something about it. Fortunately will be that father if he does not find that his son, developed under the circumstances mentioned, does not prove to be an incompetent. He can do nothing well, for he has learned nothing thoroughly. "A child," writes Dr. Parkhurst, "cannot be a jelly-fish the first dozen years of its life, and a vertebrate afterward."

An enumeration of certain defects

pertaining to the nervous system, as well as to symptoms that result in physical conditions that should be noticed by the watchful parent, may not be out of place here.

Defects in speech, resulting from absence of important organs or some deficiency in their formation, are often early signs for parental interference. If not soon investigated and checked, there is likelihood of permanent mental injury that may result in idiocy, or, at least, impaired mental functions. These conditions are most marked at from six to seven years. Healthy infants acquire speech at different ages. Much depends upon natural vigor or the influence of any acute disease. We have known infants of from eight to ten months show an unusual precocity in this direction, but it is rare so early as this. If, however, a child does not give some evidence of ability to put its thoughts into words at the end of the first year or beginning of the second, attention should certainly be called to it, that the cause of the delay may be ascertained.

In the older child, as it acquires or is naturally expected to acquire ability to read and write, an unusual slowness or apparent inability in this direction is recognized by the neurologist as an especial ailment, and he should be consulted accordingly. So in case of a tendency to the transposition or substitution of words or syllables. The words necessary to complete the idea are all there, but they are so faultily arranged that they have to be set in order as in one of the "word" games, before the idea is clearly before you. These are really forms of what is known as *aphasia*; a

term which is here used loosely to embrace errors in articulate speech. But children not idiotic and not suffering from any form of brain disease are sometimes very slow in learning to speak, and may for a very long time fail to learn how to articulate and pronounce certain letters and sounds. They may be otherwise intelligent, and these usually acquire full mental strength and ability in time. There is therefore no ground for discouragement in cases of delayed development where it does not proceed from absence of or impairment of functions. To determine this, however, the child must be carefully watched and early symptoms of failure in any direction looked into.

Serious deaf-mutism has been occasioned by neglected disease of the middle ear, which many parents are apt to be indifferent about. Loss of hearing so resulting is apt to cause loss of speech if it takes place at an early age, and thus establish a chain of physical disability that will lead to many evils. Imperfect hearing and at times total deafness is frequently caused in children by what are called "adenoids." These are growths resembling warts that form in the upper part of the pharynx, behind the soft palate. If not removed, they give to the face an especially vacant and stupid expression. They cause deformity of face and the soft parts by their presence and pressure, and, as before stated, deafness, by interference with hearing. Such children are at times sent home from school as being too stupid to learn, when the only trouble was that that they could not hear properly.

Similarly with defective vision, so

common in the young. There are few persons over forty years old who do not recall a time when to see spectacles or eye-glasses upon a young face did not cause general remark and ignorant criticism. There is no doubt that many youthful minds were stunted and deprived of those opportunities of full development that would have been open to them had their cases been understood.

Stuttering and stammering are as a rule the result of some defect or abnormality of the organs of articulation. It may, however, begin in a morbid self-consciousness, that in a sensitive child will require constant attention to correct. Also there may be a spasmodic action of the muscles of articulation and swallowing that causes the trouble, in which case, of course, special advice should be sought.

Unusual precocity in children is not a sign of health, nor should it be coveted by parents. By precocity we mean unusual aptitudes or powers. In some cases especial skill is shown in music, or there is a remarkable memory evinced. There may be particular manual skill shown in certain directions. Where the body is in perfect health there is nothing that need alarm parents in quickness of mind or an unusual musical or artistic taste. But care should be taken that those gifts should be only moderately trained in very young children. Eminent men and women have often shown mental powers in early youth far beyond those of their fellows. No danger will result from checking a too rapid development of mental activity, while much injury may come from its injudicious fostering.

COOL-WEATHER DIET FOR CHILDREN OVER FIVE YEARS OF AGE.



THE approach of cooler weather is the herald for the modifications in diet that are necessary for keeping a child resistant to sudden variations of temperature, for supplying sufficient warmth and for providing energy to meet the activity induced by the pleasant change from the enervating months of summer. Any observant mother will see at once how quickly her children have been influenced by this change, how much more active they have become and how appetite has improved; hence the necessity for a fuller diet.

Oatmeal may now be used for breakfast, with plenty of cream, both of which give heat. A moderate amount of sugar is permissible, and even advisable in cool weather if digestion is good, but it must not be given to children who are in the habit of eating quantities of candy between meals, as in all probability they receive far more sugar than they can digest, and it would be ruinous to give them more. A very satisfactory way of giving sugar on oatmeal to a child who has already acquired the habit is to sprinkle it very lightly over each spoonful, using a large salt shaker. A trial will show that about one teaspoonful of

sugar only will be required for a saucer of oatmeal, care being given to the shaking of the sugar.

This suggestion is intended to help those mothers who may have unwisely allowed their little ones to eat cereals bountifully sprinkled with sugar. So far as possible, it is wiser to keep a child from knowing anything about eating sugar sprinkled over food of any kind, but if the habit has once been formed, try regulating it in this way, and see if the child will not infinitely prefer the sweet gritty taste of the few granules of sugar he gets by sprinkling each spoonful just before he eats it, to eating a syrupy concoction of porridge, milk, and a large quantity of sugar that has dissolved. I have seen a child of seven call for lump after lump for a small cup of cocoa, simply because they melted before she tasted them in the lump, and she had no idea of what sweet really meant. I have also seen a child eat very contentedly a whole dish of oatmeal minus salt or sugar, having cream only poured over it. He never missed the sugar, although accustomed to a little, because he was too intent upon something else to think of the action required to shake it over each spoonful of porridge. By simply watching children as they eat, I have become convinced that it is not necessary to sweeten foods to gratify their palates, even if they have learned the taste of sugar. Give it to them, if they must have it, just as it comes from the grocer—a lump after dinner for dessert—or may be on special occasions, supplementing an unsatisfactory meal, a piece of bread and butter with a very light

sprinkling of sugar. When handled carefully it is a very important article of food, but efforts should be made to supply it largely in its natural state, as in fruits, etc.

For chilly days cornmeal mush may be used in the same way for breakfast. The use of wheat and hominy need not be abandoned, but oatmeal and cornmeal may now be used for the variations needed in the more liberal dietary required for cooler weather. An occasional baked potato is a pleasant addition to the breakfast menu, or a baked apple served with cream (the apple to be peeled before baking). Graham or cornmeal muffins, if thoroughly baked, and made thin so that they are nearly all crust, will be enjoyed on cool mornings, and if made this way they will be far better than stale bread that has been poorly baked. Too frequently the only virtue (so-called) of one-day-old bread is the fact that it is stale. When muffins are crisp and dry throughout, they are appetizing and wholesome. They should not be given to a child when hot enough to melt the butter used, but when they are cool enough to put butter on in small pieces, they will answer every purpose of good bread, and prove a pleasant variation. Any one understanding the action of intense dry heat upon starch will readily understand why the above is practicable in the nursery. Not enough attention is given to making meals appetizing for children who have reached an age that, to say the least, is somewhat discriminating. A child of five is fully able to enjoy excellent cooking. By this I mean simple articles *well prepared*. I have known

of one child who was taught to eat very simple food, which was always prepared with great care. This child invariably showed lack of appetite and enjoyment of meals whenever away from home, unless his mother directed the preparation of his meals, and his frequent remark was, "Mamma, I like your cooking best." Yet nothing was ever said in his presence to give rise to comparisons. This child was not yet five years old.

For dinner menus, a more liberal allowance of starchy food may be used, such as potatoes, purées of peas and beans, with rice, tapioca and corn-starch for desserts; meats may be used every day instead of the broths used in summer in their place; puddings may now occasionally appear for desserts instead of fruits, not forgetting that salts must be supplied in such a menu by giving a green vegetable in connection, as, for instance, rare roast beef, baked potato, dish gravy, purée of spinach, rice pudding for dessert; or, as a contrasting menu, roast lamb, rice (served with salt only), dish gravy, with some wholesome fruit for dessert.

Supper menus should continue the same as those indicated for summer use, allowing the child to satisfy his appetite by taking as much bread and milk as he desires, or whatever else is given in its place. It can never be insisted upon too much that children should have light suppers, and that digestion should have its hardest work during the day, before evening comes. If care is taken in this direction, sleep will be sound and rest will be refreshing. There is no more perfect food combination for

a child's supper than a bowl of bread and milk, which, in many nurseries, seems to be a fact entirely overlooked. It is easily prepared, contains all the elements necessary for a perfect food, and it deserves a large place in a child's dietary.

If by any chance a child has been deprived of a sufficient amount of nourishment during the day, and a capricious appetite interferes with the enjoyment of the bowl of bread and milk, try beating up a raw egg very light, adding a breakfast cup full of milk, a little sugar and a pinch of cinnamon; this, with a piece of bread and butter, will make a full and easily digested meal. This is a fact to remember when away from home with children and subject to dietetic difficulties that frequently seem insurmountable.

A few dainty recipes for the nursery are as follows: Apple snow—Take a small dish of cold apple sauce; beat it very smooth with a stiff beater or a wooden spoon, then beat the white of an egg until it is stiff, mix the two gradually, beating all the time, adding a little orange or lemon juice for flavoring. Serve with or without cream, as preferred. White custard will be sure to please the children. Separate the yolks and whites of three eggs, using the whites only. Have ready a quarter teaspoonful of salt and two tablespoonfuls of sugar, a bit of nutmeg (grated) or some cinnamon, and a pint of rich sweet milk. Beat the sugar, whites of egg, salt and nutmeg or cinnamon together, then add a little milk, gradually beating in the whole pint. Bake in very small cups, (if possible, the size of after dinner coffee cups) in a pan of water, and

when firm in the centre, place on the ice to cool. These are very nice when served with fruit juices, which are easily made during the fruit season by squeezing the fruit through a press.

This expressed juice may be cooked

with a small amount of sugar and put in bottles, that are to be sealed for winter use. Any cook accustomed to canning and preserving fruit knows the process.

LOUISE E. HOGAN.



LES REINES DE L'AMOUR.

Petrarch eternalizes Laura's charms,
Dante made Beatrice forever
queen ;
Yet neither nestled in her poet's arms
As doth my gentle Lady Wilhel-
mine.

Of Homer's Helen, ever fair and young,
Full long a faithful liegeman have I
been ;
But now I swear, no poet yet has sung
Of one so gracious as my Wilhel-
mine.

Father of " golden tressed Adelaide,"
Your song—and hers—shall keep
her memory green ;
Beside her now I set a living maid—
My blue-eyed baby daughter Wil-
helmine.
W. C. L.



THE HISTORY OF A CHILD'S PASSION.

BY ANNIE HOWE BARUS.



I AM led to believe that the following paper, originally written for the "Woman's Anthropological Society," of Washington, may be of interest to the large circle of BABYHOOD's readers :

The interest in bottles shown since

the earliest months of babyhood by my little boy has been so continuous and intense as to well deserve the name of passion. The child is five and a half years old. He now takes an active interest in toys, and will, when allowed, spend hours by himself constructing temples and palaces with

his tile-blocks; but as a younger child he discarded all playthings for his favorite bottles.

From his birth I have kept a biographical record of phases of his development. This passion for bottles being somewhat unique, I noted the several stages of its progress. Family tradition on the paternal side tells of a similar devotion in childhood by the child's father, who remembers that at twelve it was the height of his ambition to become a druggist—the possessor of a shopful of bottles and mixtures.

There has been no special stimulus to the bottle fancy in the home surroundings. Those the child secured came mostly from the family medicine shelf in the closet, or were begged from the cook's store in the pantry. There is no doubt that the bottle mania was a spontaneous development, and was persisted in despite of many allurements in other directions. There was no check placed upon this mental bias, as I wished to watch its development; and, despite the inevitable falls and breakages of such fragile toys, he never came to harm in his play with them, the caution necessary to exercise for their safety forming one of their attractions.

The first note entered in my biography as to bottles was at *6 months and 10 days*. I wrote of his fear when placed near a large green bottle. His lime-water was kept in this gallon bottle, and, although afraid of it, it possessed a fascination for him. He would intimate his wish to see it by stretching toward it, and then draw back with a cry when brought too close.

By the close of the first year we had come to recognize his marked preference for bottles as strongly characteristic, and at *13 months* he began to personify them, patting and hugging them as if they were alive. The nursing bottle never was adopted as a plaything, and he never showed any interest in it apart from his meals. When he was *14 months* old, I wrote that he was very quick to detect even the slightest resemblance to the form of a bottle in all objects about him. He became at this time especially interested in a figure of the carpet which he called "bum-ba" bottle). At a *year and a half* he used to run into my closet, and, pulling aside my dresses, peek at the big green bottle, which still possessed a powerful fascination for him, though he had lost his terror of it. He used to beg to be lifted up to see a little bottle on the medicine shelf which could only be discovered by peeking around a corner. The mystery he attached to these bottles seemed their chief attraction. He would repeat the peek-a-boo game a dozen times or more. In fact, my patience and strength never held out till the end of his enjoyment. When he alluded to these particular bottles, he cocked his head always on one side to express the fact of seeing them around the corner. At this time also, if he could have the bottles placed upon the floor, he would climb into his low rocking-chair, sway to and fro beside them by the hour, gazing in rapt adoration. Three months later (*21 months 5 days*), he begged to have his bottles go out to ride in his carriage with him, and on going to bed or out-of-doors he

gravely bowed to them and said, "Bye-bye." This salute was his own suggestion. At *22 months* his first intimation of dreaming is associated with a bottle. On awakening he said: "Baby broke med bumba" (medicine bottle). As he had been playing with it the night before, I presumed he had, but I found the bottle intact. He had cried out "No, no!" in a distressed way during his sleep, and the dream was evidently still vivid enough to be mistaken for reality.

His passion in his *27th month* was concentrated on a blacking bottle. He used to affectionately kiss the splashes of blacking. The feeling of having to be exceedingly cautious in his handling of the bottle appeared to be its chief charm. As there was a little liquid blacking still in the bottle, he was warned not to drop it. Two months later "broken bottle" (a cologne bottle with its head knocked off, and which required much skill and manipulation to keep it on) superseded the blacking bottle in his affections. During an attack of grippe he sat at this time, the greater part of three days, in my lap caressing this bottle. On a low sewing-table, considered his especial property, he kept arranged in precise order, on the yard-line marked off on the table, four bottles, two bits of tinsel paper, a scrap of ribbon, a braid bobbin, a handkerchief generally spread so that it partly hung off the table, and several blocks. The proper and due ordering of this arrangement seemed of great significance. It was impossible not to feel that there was much in this mystic arrangement that was akin to the decorative embellish-

ments of their fetiches by savages. He learned very readily the names of the contents, or rather of the previous contents, of his bottles, not hesitating to glibly slip off so many-syllabled a word as Dobell's Solution or Ammonia.

A couple of weeks later (*29 months 3 weeks*) a turpentine bottle replaced the "broken bottle" in his affections. "Sting bottle" he called it, in remembrance of its stinging qualities when applied to his throat.

A three months' stay in the country at this time somewhat dissipated his interest in bottles, although, even with all the allurements of out-of-door life at the sea-shore, occasional longings for bottles would recur. On the journey homeward a silver traveling flask, with a quaint stopple, was dubbed Captain Whiskey, and a bottle of salts, on account of its crown-shape stopper, was called Queen Violet, and the two succeeded in beguiling the tedious hours of the long rail ride.

After this, for some time, the bottle especially attractive at the time had to be brought to the table to share his meals, and he would more readily obey if the bottles might "watch him."

I made special note one day, shortly after his third birthday, of having taken down from the shelf, at his earnest entreaty, three broken bottles to watch him eat his breakfast. Back of them he espied on the shelf an alcohol bottle, which had quietly been removed from sight a month before on account of a leak. His joy at the discovery of his old acquaintance was most demonstrative and noisy in expression, and for the day this toy was left in his possession till a surer hiding place could be gotten.

His baby sister arrived when he was *39 months* old. To reward him for his imprisonment away from his mother, his father took a most professional looking bottle from the laboratory to him and said little sister had brought it. He was hugely delighted, and when told he might see her, he came running into the room with one of his biggest bottles to present to her. His expression upon seeing her total indifference to him and his bottle was one of great disappointment. A month later, when daily a witness of her helplessness, he still clung to the idea that she had brought him a bottle, and not till six months after did the incongruity dawn upon him, and he then asked me how such a little thing brought such a big bottle.

An ink bottle Santa Claus tucked into his stocking, shortly after (*40 months*), was drawn out with supreme satisfaction as he felt its shape, and was the most appreciated of his gifts. For days preceding Christmas he had shouted up the chimney-place for it.

About this time a new stage of interest developed. The *name* of the contents, especially if long and to be seen on a label, had a charm. As a rule, the contents were water, frequently poured in by himself, but that did not in the least alter his feeling as to their dangerous qualities if he had once been told that the bottle held "dangerous stuff." He placed his bottles in rows, and poured from one to the other, making mixtures as he had occasionally seen the druggist do. He frequently renamed the same bottle different things. When the mixtures were made he "unmade" them by pouring back the various fluids.

Strings were led from one bottle to another two months later, (*42 months*) in imitation of the mechanism of our Pasteur filter. When angry at his nurse he would put away all his bottles, depriving himself of them as I have sometimes done to him for punishment. He, however, did it with the feeling that he was doing her an injury. I found out his notion was that if she scolded him, she might scold his bottles, and he put them away not to give her that pleasure. From three and a half years on for the next six months he was out of town, where the attractions of active farm life kept him out of doors until a severe illness came. Then a long convalescence was beguiled with novel kindergarten toys. After his return, his play hours were frequently passed with a little companion, who, though a highly imaginative child, was not easily persuaded into adopting bottles into the play, unless as poison vessels for killing their "ogre giants." So bottles were to a certain extent discarded, though there could always be found one or two treasured among his toys where he could occasionally handle them. This year, as his special comrade moved to another part of the city, he has been thrown more on his own resources, and the bottle interest revived with the first autumnal days that housed him. Every empty bottle was eagerly asked for. I found a little one in his coat pocket when traveling that he had quietly secured for himself as a comforter on the cars. A tiny bottle I recently gave his sister was plaintively begged for on the ground that she was "so careless and would break it," and he did "so long

to have it." It was rescued for him, and he hid it in his "secret trouser pocket."

The other day he was standing by the window soliloquizing as he turned a bottle upside down, and watched the imprisoned bubbles move: "It depends on the changes of the world how the bubble changes. If the world did not go up and down, the bubble would not go up and down. It is now a good world teller." His father had used a spirit-level in his presence a few days before, and he was putting his own interpretation on the experiment.

The history of this bottle passion has its value as a contribution toward the study of the mental development of childhood. There is no doubt whatever that the passion was inborn, for, although no measures were taken to repress its manifestations, there was nothing in the surroundings of the child that would plant the seeds of such an interest. As a professional physicist, the father was daily in a laboratory where more or less glass-ware was to be seen, but the distance there was so great from the child's home that he seldom entered it, and made his first visit long after the passion had become a recognized fact. That the father also passed through a similar stage of intense interest in bottles would seem to make the interest hereditary for at least one generation; beyond that, accurate data as to childish pastimes have not been kept.

The impression left in the father's mind tallies with the conviction forced

upon mine as to the boy's interest in bottles—that it was aroused by a sense of wonder and fascination in the contents and their danger. While still in his teens the father was diverted from his absorbing interest in chemistry to study physics, impelled by the feeling that even more of mystery and awe were associated with the investigation of its laws. Tracing back the ancestry on the father's side, as the child's inherited passion undoubtedly came through that branch of the family, the chief characteristic has been the number of Lutheran clergymen in the grandmother's line of descent. Music and a decided mechanical inventiveness have marked the grandfather's ancestors. It is possible the deep and reverent awe with which the old German clergy studied the mysteries of the supernatural may have left its trace upon this generation, and crossed with the mechanical instincts of the other side, have resulted in this curious blending.

While the contest wages hot between the followers of Darwin and Lamarck, as to the possibility of inheriting acquired characteristics, it would be venturesome to assert that this strange love for the mysterious, epitomized in bottles, is a possible expression of an acquired mental mood. As has been indicated, the child is of German-American parentage, physically well developed, of a nervous and imaginative disposition, reveling in tales of the supernatural, and with a marked preference for such as can be at the same time thought of as true.

FASHION AND COMMON SENSE IN THE DRESS OF CHILDREN.

BY SUSAN H. HINKLEY.



WE dress our children in accordance with our degree of enlightenment. Is it not the most enlightened course to follow laws of the utmost simplicity? In our own dress we are, most of us, slaves to fashion. The overskirt goes and we rejoice. It comes again and we groan, but put it on. How many of us withstood the bustle, which prevailed some years ago? Yet with what delight do we don the plain skirt!

Now, our children should only in a moderate degree be subservient to fashion—always sufficiently so to be inconspicuous, yet never so much so as to be in the slightest degree uncomfortable. In a community as enlightened as ours is in hygienic matters one sees very little of undue heed to fashion at the expense of comfort. Yet even among our children may not infrequently be seen long thick hair in summer; dresses of such length that the child actually stumbles over them; cotton dresses kept on after children are old enough to romp about in the snow, and, to protect the child from cold, coats so enormously thick and long as to be in themselves a burden and certainly a hindrance to locomotion; sleeves so voluminous as to make every putting on of the outer garment a torture to child and tug to parent.

It may here be said that there is abundant opportunity for any one of

us to expend a goodly amount and yet dress our children "simply." This suggests the anecdote of the lady of fashion who, when asked by her dress-maker whether her dress should be made "simply," replied: "Certainly, spare no expense." But children have not the discriminating eye that distinguishes the cost of fabrics. They wish to look like one another, and if the rich observe rules of even *apparent* simplicity, they make life easier for their less fortunate neighbors. Envy, jealousy and snobbishness are pitiable enough in men and women, but in our children—Heaven forefend!

One word now on the subject of "dressing up." As far as possible, it is better to maintain a certain average of appearance, if I may so put it. Let the best clothes be not so far superior to the worst as to make the child embarrassed in the old or self-conscious in the new. The easy grace of manner in some women which comes from always being appropriately dressed should not be overlooked in considering the dress of children. How well I remember the little parties many years ago in the country town where I grew up! The long array of boys on one side of the room rooted to the spot by a stern consciousness of the high dickey and the shirt front, the restless pull at the collar button and the furtive glance of pride at the unwonted crease in the trouser's leg; opposite

the girls, never quite so awkward, yet conscious of the eyes gazing at them in shamed-faced admiration, and wearing their Sunday ribbons and new button boots in a little flutter of excitement—how clearly I see this picture now! Often I wondered why, when we crossed the room, we seemed to have so many more feet and hands than ever we did in the school-room.

Let us, as far as possible, while our children are children, do away with the too marked distinction between the best and every-day costume. Let us, above all, emphasize the paramount importance of cleanliness in personal details. It is true that there is nothing more wholesome than "clean dirt"—dirt such as we are all familiar with after a morning's play in the sand heap or hours spent in the delights of mud pies; and the "dressing up" for the table, the indoor play, or for the walk in the street, can mean simply smooth hair, clean hands and nails (a point which cannot too early be brought to a child's attention), and a clean dress.

While laying such emphasis on simplicity of dress, I should not for a moment wish to underrate all the little daintiness of costume which does not cost money, but the mother's time. One rarely meets with a mother who does not take a natural pride in her own handiwork, perhaps inversely proportionate to her real capability, for we are all apt to overvalue what has cost us much labor. Let me say, in this connection, that the mother who

necessarily spends a large proportion of her time in the care of her children should make her needlework occupy as small a part of her leisure moments as is possible. Intellectual development is more important than tucks and ruffles, and how many women, after the cares of married life begin, hardly do more than read the evening paper! Nor are those delicious idle moments to be despised—those moments when we lean back before the fire and "do absolutely nothing." The nervous, over-busy mother, "who never has a moment she can call her own," who always *must* have mending or sewing of some kind in her hands, is not the woman who makes her husband happiest. Ought a woman to feel agrieved that the little attentions she remembers with such tender sentiment during her early married life gradually melt away, when she reflects that she, herself, is too absorbed in her own cares and occupations to respond to them? Many a husband laments the loss of the old lazy moments with his wife, when he, himself, tired out with his work, mental or physical, could throw aside care for an hour, and have an old time talk or read with her, just for the happiness of companionship and sympathy in something beside the cares of life.

Surely, we must not permit it to be said of us, with truth, as I once heard a German say: "First 'tis your children, then your servants, and then, if there's *anything left*, the old man!"



THE MOTHERS' PARLIAMENT.

The Good
Old Times.

—The article in the
September BABY-
HOOD by *L. W. B.*,

entitled "Quantity or Quality?", while it has doubtless a grain of truth in it, does not seem altogether fair to our good grandfathers and grandmothers and the children of olden time.

It is true that the large families of those days must have taxed the strength of mothers too much, sometimes, but it must be remembered that living was a much simpler matter then than it is now, and much that taxes the strength of the modern mother was unknown then. It was a hard life doubtless, but not without its joys and compensations, I am sure, and the tired mother sat down to her knitting in the clean kitchen, with its sanded floor, with much the same satisfaction that mothers of to-day sit down to reading or fancy work. And the children, were they not as good as the children of to-day? Who shall say they were not? Perhaps in mental development they were behind, but in physical strength, sturdy goodness and prompt obedience, might not our children learn from them many valuable lessons?

I would not wish the world to go back to those days, for we must hope and believe that the world is growing wiser and better. Yet there was something beautiful in those large families, and it is to be hoped they are not altogether going out of fashion. By large families I do not mean simply fifteen children, but brothers and sis-

ters bound together by real true affection for parents and each other, and I believe the parents of those children were as dear to them as are the parents of to-day to theirs. The relation was different, doubtless, because parents had not learned then how great a blessing it is to live not only for their children but with them, to be to them sympathetic companions, as well as the revered parents. We do not want the old-time iron rule, but we do want obedience as prompt, and we do *not* want to do too much for our children. An overtended plant wilts quickest, and the world in its reforms is like a pendulum and ever swings to the opposite extreme, and now the parents and teachers, too, are apt to do too much for the child and leave too little to individual growth and thought. Let us not err on this side, for we want our boys and girls to be strong and self-reliant men and women, as well as finely educated and accomplished ones.—*H. C. A.*

The Baby's Will. — What shall be
done for the baby?

Some mothers, nay, most mothers, who give thought to the baby's welfare, give especial prominence to the subject of dress and diet, but while we recognize the great value of a thorough knowledge of each of these departments in the study of the care of the baby, we cannot fail to see the necessity of more attention being given to another department in this study, namely, the care of the baby's *will*.

No person who gives thought to this subject can fail to see that the training of children in one family more adequately prepares them to live wholesome lives than that received by the children of another. The child whose will has been educated from its earliest babyhood has fewer temptations when it arrives at mature life than the one whose will has not been thus trained, for temptations come from within, as no less an authority than holy writ assures us.

Huxley pointed the way when he said: "That man, I think, has had a liberal education, who has been so trained in youth that his body is the ready servant of his will."

There are mothers willing to lay down their lives for their children who leave this part of the child's intelligence to the mercy of his body, thus allowing that noble faculty to degenerate into self-will, or, as we say, wilfulness, which means that the will is the servant of the body—a condition entirely at variance with the best development of the baby physically, mentally or morally.—*L. A. H.*

The Advantage of Home Instruction. —I was interested in the article on the age at which children should be sent to school. It seems to me a subject of importance, and I offer my experience.

When our oldest boy was through with kindergarten work it was naturally expected that he would enter school. He was then seven years old and very fond of reading. I had taught him to read when he was five, as a pastime, and had chosen all his books, aiming to get only those

which were simple, interesting, useful and well written, so that at the age of seven the reading habit and I might add a taste for good literature were fixed. When our physician found that he was to enter school he advised strongly against it, saying the brain was not ready for work until it was eight years old, that a child should do no *studying*, *i. e.*, no fixed lessons before that age. He said the brain was like a plant. To be strong and healthy it needed time, and that forcing was always an injury. We took his advice, and that year seemed to run to waste, except for the reading done when resting from play. But the doctor's wisdom was proved in the result. Entering school at eight years, with clear head and strong body, he was put in a class whose members were all older than himself, and easily kept up with them, being now at sixteen thoroughly prepared for college. With the next boy we pursued the same course, only by the doctor's orders I did not teach him to read until he was six. He is coming on in the same class at the same age.

I would like to impress mothers with the importance of the work they can do between kindergarten and school.—*M. J. L., Washington, D. C.*

Training in Kindness. —It has been proved in our family training that the power of example is more effective on the little ones than precept can possibly be. As an aid in this good work I always enlist the interest of the older brothers and sisters. For instance: Little Merlin only two years old would often toss his pet kitten on the

floor and sometimes hurt it. His older sister tried in every way possible to teach him to be gentle with it. He liked to imitate his sister, and soon we could see a change in the treatment of his pet. His kitten was jet black, and one morning of his own accord he brought a red braid from his mother's work basket and tried to fasten it around kitty's neck. Sister tied it in a pretty bow, and thus adorned, his pet seemed to have a new attraction for him. He was very gentle with it all day, and for many days thereafter he would search every morning for a red ribbon for kitty's neck.

One day Merlin ran away barefooted to the huckleberry bushes at the foot of the garden. He came back crying, with an ugly brier in one of his little fat feet. He was a brave little hero, and allowed his mamma to pick it out with a needle. A half hour later he was found intently examining the claws in his kitty's feet; a sad expression rested on the thoughtful little face as he carried his pet to his mamma, saying:

"Poor kitty—bier—foot; mamma, fix it."—*E. C. S., Warm Springs, Ga.*

Double Occupancy — A recent article
of Beds. on this subject, by
Dr. J. R. Goffe,

which I happened to see in the *American Medico-Surgical Bulletin*, deserves I think, to be quoted in *BABYHOOD* for its bearing on the welfare of young children.

Dr. Goffe says: "Aside from economy—economy of space, economy of bedding, and economy of laundry—the custom has nothing to commend

it. Indeed it is radically wrong and unhygienic.

There is no one who shares his bed with another but sooner or later subjects himself to the contagion of a common "cold," and that, too, perhaps, in the only manner in which he could fall a victim to it. Beginning, then, with the simple "cold," there might be mentioned all the various affections of the mucous membrane, of the air passages, nearly all of which are more or less communicable, not to mention the infectious and contagious fevers."

Dr. Goffe thinks that the argument applies with peculiar force to children. Many a little one might have been saved from diphtheria or scarlatina but for the fact that its little brother or sister who had become infected had been its bed-fellow up to the time of the discovery of the disease. The contagium of the exanthemata and most of the diseases of childhood is rendered inert, says Dr. Goffe, by sufficient dilution with fresh air. But if two or three are confined under a common bed-covering, the confined air becomes saturated with poison, and is, therefore, a ready carrier from one to the other. Where children have separate beds, the air-space between, as well as the diluting influence of the general air of the room, is a great protection.

Setting aside, however, all idea of the presence of disease, there are certain excretions and exhalations present in every person, even in a state of health, which render the immediate atmosphere about him more or less obnoxious and impure. Lying in such immediate contact as is afforded by the same bed and the same covering,

and breathing this atmosphere for eight or nine hours in succession, cannot be conducive to the most perfect health.

Nor does the companionship of a common bed permit the same degree of rest that is to be obtained by separate beds. Frequently one of the occupants will be much heavier than the other, in which case the discomfort is very apparent. One may be wakeful and restless, and so disturb the other, who is worn out from excessive mental or physical labor and requires sleep. One may be a light sleeper, disturbed by every movement or sound; think of the nervous wear and tear, not to speak of the mental exasperation, one endures when his companion thrashes about all night, muttering strange sounds at every turn, and yet sleeping so soundly that nothing short of Gabriel's trumpet can rouse him.

Many other reasons present them-

selves suggestive of the cultivation among children of a fine sense of modesty and delicacy.

Already the custom of single beds has gained many advocates in the various countries of Europe, and is not uncommon in many of the most intelligent and refined families of our own country. The knowledge of its advantages would seem to be all that is necessary for its more general adoption.

The beginning of this reform in the household is best inaugurated with the baby as soon as it is born. There is no reason why father, mother, and the baby should all occupy the same bed, as we all know is too commonly done. There is every reason why the baby should have its own little bed from the day of its birth not only for its own sake, but also for its mother's.

—*G. M., Chicago.*



THE VALUE OF PHOTOGRAPHY IN THE NURSERY.

BY AN AMATEUR.



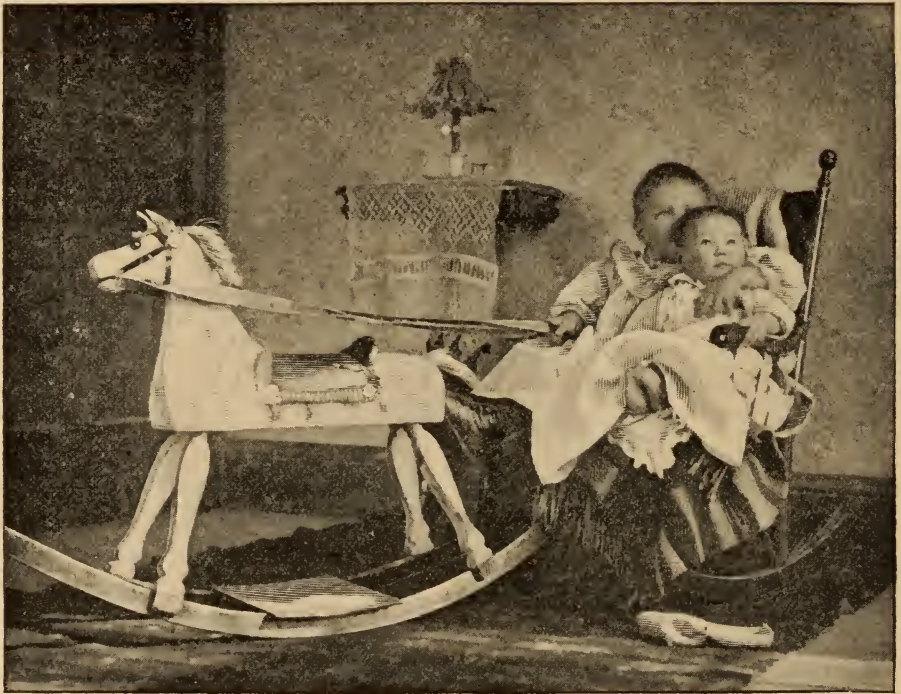
IF all the queer prescriptions for ill-health, a camera might be considered the oddest, but in one case at least it proved eminently successful, as an absorbing pastime and an inducement to outdoor roaming.

In the summer of 1894 a camera became the subject of the writer's study and attempts at photography. This camera takes a four-by-five-inch photograph. It is so arranged that

you can take either a "snap-shot" or a time picture of as many seconds' exposure as you see fit. I would not advise any one to undertake photography who is not sufficiently interested to learn the whole process, so simple when its details are once mastered. While best at first, it is quite too expensive to continue having plates developed and pictures printed by the professional photographer. Including tripod and three plate carriers the outfit costs about thirty-

five dollars. Excellent cameras, however may be purchased for half and less than half that sum, and with these one can obtain very satisfactory pictures. In buying your camera, it is just as well to consult a professional photographer. He may be able to get you a reduction, with a commission for himself; your instruction he will

With clear air and bright sunlight a view is often best taken by snap-shot. Ordinarily, however, one's *time* pictures are the most satisfactory. Several seconds exposure on a gray day often give the best results, for there are then no strong contrasts of light and shade, nor spots of sunlight to contend with. No. 1 is such a picture.



then probably give you without charge. Take every opportunity of watching the process; it is by experience rather than by theory than you will learn.

It is not my purpose to dwell on the management of the camera or the processes of developing, printing, and toning. For scientific directions, consult the books of instruction and photographic magazines. Nothing but experience will teach you the number of seconds to expose a plate.

"Is it possible to obtain good results indoors without a skylight?" Yes, if you give enough time to the exposure. The writer spoiled nearly a dozen plates trying to take snap shots in the house. It is impossible to take a snap shot in a dull light. "But can't I take the baby in the house?" you cry in dismay. Certainly you can. Set the camera for a time exposure; put the baby in as strong a light as possible, avoiding direct sun-

light, unless the offending window is hung with a sheet to diffuse the light. Then watch Baby, and at a favorable moment open and close the shutter in two immediately successive "snaps." No. 2 is a picture taken thus.

One's experiences are often amusing and sometimes puzzling. The mistakes possible at first are innumerable. An amateur recently remarked, half in jest, that he always made some mistake, and each time in a different way.

"But how can I develop pictures?" says the mother of young children. "I have no dark room, and my days, moreover, are full of cares." First and second: you do not need a dark room, for you can do the developing at night, and after the babies are asleep. My own arrangements are primitive. On the first floor, in a large closet or sort of entry between a bedroom and the back stairs, there stands a table on which is the entire photographic outfit. There is a window whose shutters, on a bright night, must be carefully closed. Shutting all doors, the dark lantern is lit, and having at hand a tray, bottle of developer, fixing bath, and water for rinsing off the plates as they come out of developer and "hypo," the writer is ready for action and within hearing of the babies.

Enthusiasm suggests innumerable advantages from the use of a camera in the home. How often will you take your baby in its every-day frock to the photographer? Master Freddie and Miss Daisy are not always in their "go-to-meeting" clothes; and if we can afford few pictures, we want our children to ap-

pear at their best. Yet how pretty is the little gingham apron that is the "cutest thing" the baby has, and how picturesque Freddie looks, sitting on the back fence with a battered



straw hat on his curly head. Pretty garden spots, a cluster of beautiful flowers, a graceful group of plants, a favorite suite of rooms, an especially becoming gown—all are at once made eternal by your camera. If you take a summer's outing, you bring home real gems, especially interesting to you because of personal associations.

On a trip abroad you can, of course, buy better views of paintings, of famous buildings and of scenery than you can take; but there will be other scenes which you would like to have—views including friends whom you meet on the journey, interesting situations, your steamer, cloud effects, and

other views on the bounding billow. There are albums, especially made for the purpose, on whose leaves may be pasted all these reminders of pleasant days. Here is an opportunity for displaying the especial fads of the

amateur,—portraits, landscapes, illustrations of poems or what-not. To one in need of some diversion nothing could be recommended more fascinating, more interesting to family and friends, than photography.

THE CHILD'S FIRST GRAMMAR LESSONS.

BY IVANONA BRYSON STURDEVANT.



E, as parents, desire that our children shall be stronger than we are, physically, mentally, morally. It is a part of our human instinct to desire that our offspring shall live and succeed; and we have learned from observation and experience that it is the fittest that both survive and succeed in this world. We have seen competition for position and success become sharper with each passing decade, and we know that it will continue to be so when our nestlings must depend upon their own wings. So we must not neglect to use every means at our command for securing their successful development and education, if we would see them succeed rather than succumb.

The standard of average intelligence has been raised many degrees in a single generation. Our public school system has been the little leaven that has leavened the entire lump of our population. Among the changes that have been wrought in the standard by which we judge of a good education, perhaps no other thing is more conspicuous than the demand for well-pronounced grammatical English. The past generations boasted of how well they could analyze and parse, re-

gardless of what use they made of their grammatical knowledge; but the time has come when one must not only know good English, but must use it.

The public schools have met the demand by making practical language work, both spoken and written, an important part of the course of study even in first primary grades. This is well, for the earlier a child becomes master of correct forms the better. But important as is the training in the schools, how much more important is the correct training in the nursery. Why should not a child's first practical grammar lessons be the first sentences it learns to speak?

We all know by sad experience how hard it is to unlearn anything we have learned incorrectly. We know with what perversity the incorrect form presents itself in place of the correct one, even after we have given much time and thought to the matter of establishing the latter in our minds. Knowing and realizing this as we do, we have no right to subject our children to the same embarrassments, inconveniences, and loss of time that we have suffered. We know that the forms of expression and the pronunciation learned and practiced in the

homes of our childhood have clung to us all through life. Even if we have been educated to know our mistakes and are able to correct our errors, so that when we converse or speak in public we are able to do so accurately and agreeably, there is still the danger of returning to the old familiar forms when we return to our everyday clothes. It is sad, but true, that there is many a father who can make fine speeches on public occasions and use correct and appropriate language, who makes very ordinary use of his grammatical knowledge at home, even to the point of saying sentences that are absolutely incorrect. And there are mothers who can prepare excellent papers to read before their clubs and literary societies, who go home and speak inexcusable sentences before their children.

As it has been with ourselves, so it is bound to be with our children. If we teach them or allow them to learn incorrect English in the home, all the later educational advantages we can give them will never repay the loss they have sustained by our lack of care in the nursery. The school cannot compete with the home in this matter. The teacher relies largely upon constant repetition for fixing lessons in the child's mind. Repetitions of poor forms in the home far outnumber the repetitions of correct forms in the school, with the chances that the teacher herself will make mistakes occasionally, and so it is easy to see what advantage the incorrect has over the correct.

Having concluded that all children should be taught good, clean, correct language from the cradle, let us see

what are the most common mistakes that are being made, so that we may attack and correct them. All grammatical blunders are more or less unrefined, but it seems to me that the most glaring and inexcusable of them all are "I seen" and "I done," and their modifications in the second and third persons. Unless some great scientist shall go into his laboratory and work out something radical and effectual to cure grammatical invalids, I fear that most persons who have gone through even a common school course,—not to mention a probable higher school of some sort,—and have arrived at the age of parenthood still saying "I seen" and "I done," will live and die without ever curing themselves of the awful habit.

But there are lesser blunders that are curable. Next to the most inexcusable error just mentioned, I think perhaps the first one that Baby is liable to hear and learn is the confusion of *sit* with *set*, and *lie* with *lay*. Just remember that *laying* and *setting* are the special functions that the hen is supposed to perform, and that her rights and privileges are denied to mortals. We may with propriety request our children to "lie down or to sit still," but we must never command such impossibilities as to "*set* down," or to "*lay* still." People who are very careful to use the present tense of these verbs correctly sometimes get their unwary feet tangled up in the meshes of the past. They will say "I *laid* down and took a nap," when "I *lay* down and took a nap," is what they should have said. And "having *lain* down," not "having *laid* down" is the correct past perfect form.

Then there is the very common mixing of nominatives and objectives that we must look out for. How often we hear "It is *him*," for "It is *he*;" "It was *me*," for "It was *I*." Then there are those people who are so very anxious to use *I* often enough that they say "He told you and *I*," for "He told you and *me*." Space forbids a discussion of the whys and wherefores of these grammatical forms. We all know them well enough, anyhow, but often neglect to speak as well as we know.

Our adjectives and adverbs often play the part of the round man in the square hole. That is, we get the wrong form in the right place. We hear some one say a garment "fits good" for it "fits well," or it "fits nice," for it "fits *nicely*." On the other hand some people who are more fastidious than wise will say a thing "looks *nicely*" when it simply looks *nice*.

"Ain't" should find no place in the home vocabulary. It is an improper contraction that we shall find it hard to rid ourselves of; but it should be excluded at once and forever from the family circle. If we wish to use a contracted form we must say "I'm not," "You're not," or "You are'n't," "He is not," or "He isn't," and "Isn't that pretty?" for "*Ain't* that pretty?" and so on wherever the objectionable word has been accustomed to find a place in our sentences. While we are on the subject of contractions we should call to mind the proper and improper uses of "don't." It stands for "do not," and we must not say "He don't," and "She don't," but "He doesn't," and "She doesn't."

A little child can learn to say "If I *were* you" just as easily as it can learn "If I *was* you," with the advantage in the former case of speaking correctly. I believe that some people do not use the subjunctive form of the verb from one year to the next. We need to brush the dust from our old grammars, and at the same time the cobwebs from our memories, and turn to the subjunctive mood and read that "It is used when it is intended to express doubt or denial," etc. It will only take ten or fifteen minutes to refresh the memory on this subject, and then we can go about our daily tasks saying "If I *were* you," "If I *were* he," "If I *were* she," until the forms are so well fixed in our minds that our little ones are sure to hear them properly spoken hereafter.

The examples I have mentioned are by no means all of the errors that are in daily use, but they are some of the most common ones, and are sufficient to call our attention to the subject in general. The importance of being careful and correct in our speech never comes home to us quite so impressively at any other time as it does when we hear our babies make the mistakes that we know they have learned from us.

While it is not strictly a division of the topic under discussion, I cannot refrain from mentioning one other subject before closing. I have been making mental note of late of the number of parents—mothers as well as fathers—who use slang and irreverent expressions and exclamations in the presence of their children. The prevalence of the practice is truly surprising, and ex-

tends from the mild "Gracious!" to things both vulgar and wicked; and this is confined not only to the lower grades of society, but includes very many people who claim to be very respectable and above reproach.

A bright little three-year-old recently said, "Rats! mamma, I don't believe that, do you?" and I wondered where she had learned the like, but concluded she must have heard some of her playmates say "rats." I noticed, however, that the exclamation

passed unproved, and in a few moments the mother said the same thing. Another mother shocks my reverence by saying "Oh Lord!" before her boys. Surely this is taking the name of God in vain, for it certainly is not using it earnestly or reverently. And yet I know she does not intend any harm, for she is a most devoted worker in her church. It is thoughtlessness, but thoughtlessness on the part of parents does much harm sometimes.

NURSERY PROBLEMS.

The "Combination" Suit; Significance of Turning the Foot out.

To the Editor of BABYHOOD:

(1.) Baby Midge is two years old. At present she wears shirt and band, a white skirt and dress of the Gertrude pattern. I wish to put her into drawers. What changes will I need to make in the wearing apparel? Should I put on a waist to fasten drawers and skirt to, and abandon the Gertrude skirt?

(2.) Will you also kindly tell me what is the significance of her turning one foot out in walking? She has not walked alone more than a month, so it cannot be because she was put upon her feet too early.

Our physician had shoes made to order with the inner side of the shoe raised one-half inch. Will this remedy the defect, or will braces be necessary? Is it a symptom of knock-knee?
N. M.

(1.) It seems necessary to have a waist to which the drawers and the petticoat can button, unless the drawers be combined with the waist, when only the petticoat will button. The drawers can be had as a "combination" garment with the undershirt.

(2.) The meaning may be one of several things, but judging by the shoes which the physician ordered, it is because of flat-foot and in-knee.

Whether this was the defect which delayed her walking alone we cannot say. Nor can we say regarding a case which we have not seen, whether braces will be ultimately necessary or not. The use of shoes of the kind you describe is a very good and often successful treatment.

Distinction Between Small-pox and Chicken pox.

To the Editor of BABYHOOD:

Please tell a subscriber if it is possible to tell always with certainty whether a child has small-pox or chicken-pox. I mean not whether the doctor can, but whether a mother can tell before the doctor comes what are the first symptoms of both, and is chicken-pox ever dangerous in a child of three?
R. S. G.

Syracuse, N. Y.

No. It is sometimes exceedingly difficult for experienced physicians to distinguish at once between chicken-pox and the modified type of small-pox called varioloid. Of course, an ordinary case of chicken-pox is easily distinguished from a frank, decided case of small-pox. But it is to be remembered that the varioloid form is

entirely capable of giving the genuine small-pox to an unprotected person.

The chicken-pox is practically free from danger to life, or the uncomplicated forms seen in private practice; but it often leaves rather unsightly marks upon the face.

The Treatment of Boils.

To the Editor of BABYHOOD :

Please give me a remedy for ordinary boils. My child of four has had them for nearly six months. They come and go. What is the cause?

A. G. E.

Rome, Ga.

Boils are due to the introduction into the system somehow of the organism which excites pus formation. Ordinarily one boil is the beginning, and apparently the poison is spread about by this one. This first boil usually starts from the organism being introduced into or through the skin from without.

For persistent boils, treatment by tonics and the like, which put the whole system into a good condition, is generally followed by the best success.

Dancing for Boys and Girls.

To the Editor of BABYHOOD :

(1.) Will you please give me your opinion as to the advisability of having a rather nervous little girl of six join a dancing class? Some of my friends think it may be injurious to her, while one says that her physician, whom she consulted for her own daughter, saw no objection to it.

(2.) Do you also approve of rope dancing for little girls?

(3.) And should any distinction be made in physical training between boys and girls at an early age?

San Francisco, Cal.

N. R.

(1.) The question cannot be answered off-hand. If the hour be a

suitable one, which will not keep her late from her meals, and if the class is small and the child is not very shy, we think it probably will do no harm. It will be quickly apparent if harm be done, and then the lesson should be stopped.

(2.) In moderation, like everything else. The harm of most sports is in the abuse.

(3.) Not the sex, but the strength of the child should be considered in each case. There is, on the average, not enough difference of strength between the sexes in young children to make any practical difference.

Cold Water on an Empty Stomach; Early Instruction in Two Languages.

To the Editor of BABYHOOD :

(1.) Is it well for a child of three years to take several swallows of cold water upon rising in the morning? Many people have told me that cold water is a most injurious drink on an empty stomach. Do you consider it so, and why? My little girl sometimes asks for it then.

(2.) Is it advisable that a child be spoken to in two languages? Is one better? My husband and I were born in America of French parents, consequently we speak both French and English without an accent. We have always talked English to my little girl. Would it be advisable to talk French to her partly or wholly? If we speak to her only in French would it not be awkward for her as she grows older and mingles with children more? She is a robust child and properly cared for; would it be too much of a strain for her to learn both languages? What are the best medical opinions on the subject?

YOUNG MOTHER.

(1.) Iced water in large quantities is not to be recommended, but even that is less dangerous on an empty than on a full stomach, as in the latter case an arrest of digestion is invited. But we know of no reason why a child

in ordinary health should be denied a moderate amount of cool water (we never advise ice water) on rising. It relieves the dryness of the mouth and throat and makes the morning meal more acceptable. It may be that your advisers have gotten their opinion of the water from the effects of iced water just before a meal, when the chill does diminish the stomach's digestive power. If cold water only is used, by the time the child is dressed its effect, if any, will be gone.

(2.) Ordinarily there is no harm in speaking the two tongues. Exceptions occur when the children have difficulty in understanding what is said to them. Never make a task or lesson of this language, however, at this early age. The facility of children in acquiring languages is notorious. If you wish, speak a little French to your child, preferably beginning with the caressing little talks that a mother has for a child, and if it be not understood, explain it. Do not expect her to remember, but explain as often as is needed. If no task is involved she will soon acquire the tongue. Do not let her lose her English even if she mixes the two tongues; the discrimination will come later.

Hives; Change From Breast Milk.

To the Editor of BABYHOOD:

(1.) My baby girl, one year and three months old, has the hives. Please tell me what to do for her. She is not a healthy baby. She has scrofula. She also has now a cold in the head which gives out a yellow discharge.

(2.) I must stop giving the baby the breast. Please tell me what to feed her on, and how often, and if you have the space, how to cook it. Baby has about 9 teeth.

Brooklyn, N. Y.

(1.) You ask a pretty hard question.

Hives (urticaria) is sometimes a very simple matter to treat, sometimes a most persistent and obstinate one. If the trouble be really hives, the cause is usually to be found in faulty feeding or faulty digestion, and the cure comes from recognizing and correcting this fault. It is of course quite possible that both the "hives" and the yellow discharge are dependent upon the scrofula, and will be therefore best cured by attention to the constitutional peculiarity.

(2.) The child having at 15 months old 9 teeth, is rather slow in teething, and must be fed upon liquid food until she gets teeth to chew with. If she has had only the breast hitherto, it is probable that during the last four months she has not had all the nourishment she should have had. But as in this case she is accustomed to a thin food, it will be wise to begin with a rather diluted food. At her age good cows' milk will be the best basis for food. Give at first half water and half milk. If you get ordinary town milk scald it, and boil the water. Very soon increase the proportion of the milk if her digestion seems good.

How Far Should a Baby be Encouraged in Sitting up and Talking?

To the Editor of BABYHOOD:

(1.) Will you kindly advise me in the following:

My little girl of four and a half months old has been sitting upright (on her spine) since she was three months old. Her back is very strong for so young a child, so I am told, and she insists upon using it—in fact fights when she is laid down. In allowing her to sit up, as she does of her own accord, am I weakening her back for the future?

(2.) We talk a great deal to her. Will you kindly advise me as to the future effect, if any, that it may have on her brain. I nurse

her entirely and she is thoroughly well and as fat as can be, her flesh solid and firm.

San Francisco.

A. T. D.

(1.) The rule of safety is this: Do not make a child do anything, but allow it to do what it can of itself. As applied to the case of your child, this would mean that she should not be set upright without support, but if she desires to get up she may be set up with the back well supported.

(2.) The real question is: "Is the

talk of such a nature as taxes the child?" If it only amuses and calls for no response, there is no harm done. Do not ask the baby questions, do not try to instruct it, do not even too frequently call its attention to anything but the simplest objects, especially not to many things at once. Your object at present is to let the mind develop of itself, simply selecting the surroundings under which it shall develop.

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